

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 32

ONLINE COURSES

32.1. General

1.1. Scope – This policy addresses a variety of issues related directly to the development and teaching of distance education courses at Glenville State University. It is the intention of the policy to establish a fair and equitable process for developing and sustaining quality online courses.

1.2. Authority – W.Va. Code §18B-5-9(i) and 18B-10-1(a) and (f)(3)

1.3. Effective Date – ~~June 14, 2023~~

1.4. Revision of Former Policy – Repeals and replaces Glenville State University Policy 32 - Web-Based Courses [2006][2018][2020] [Online Courses\[2023\]](#).

32.2. Purpose

2.1. The purpose of this policy is to implement a process to increase the number of online courses offered by Glenville State University, to increase student access to post-secondary education opportunities, and increase the quality of online course delivery. The resulting policy goals include:

2.1.1. Increasing scheduling flexibility for students and faculty.

2.1.2. Enhancing classroom space utilization.

2.1.3. Increasing student enrollment opportunity.

32.3. Definitions

3.1. Online Courses - defined as 100% of instruction and interaction occurs via electronic communication and the instructor and students are physically separated. All course activity is completed online. There are no required in-person sessions and no physical classroom meetings.

3.1.1. Asynchronous Courses - 100% of the instruction is via the Learning Management System (LMS) and students participate completely online. The class does not take place in real-time. Students are provided with course content online and must complete the course work within a given time frame.

3.1.2. Synchronous Courses - 100% of the instruction is via the LMS and students Participate completely online, but students and the instructor interact online simultaneously for some portion of the course. At specific day(s) and time(s), participants interact in real-time utilizing video conferencing methods such as Microsoft Teams, Skype, or Zoom.

3.2. Hybrid Courses - 50% to 99% of the instruction is provided through online education with the remaining instruction provided through traditional face-to-face instruction. This type of course has some face-to-face sessions and the rest of the course work is done online.

3.2.1. The meeting time(s) for a course should be set prior to the schedule being published and communicated to students in various formats. The syllabus and course schedule should include the day(s) and time the course will meet face-to-face. The syllabus and course schedule should specify if the online portion of the course is asynchronous or synchronous. Synchronous meeting day(s) and time(s) should be listed on the course schedule and on the course syllabus. The meeting time(s) must be available to students prior to course registration. Meeting time(s) should be simple, clear, and consistent. The meeting time(s) must not change at any time during the semester absent extenuating circumstances.

3.3. Online-Enhanced Courses – a course in which instruction is provided through traditional face-to-face instruction, with less than 50% of the learning activities occurring online. Online course activity complements class sessions without reducing the number of required class meetings as mandated by federal guidelines. See Section 3.5 for clarification. Students may be required to complete assignments in the LMS to successfully complete the course.

3.4. Classroom - A course that is taught through traditional face-to-face instruction. The use of the LMS is supplemental to the classroom but does not require the students to log into it to be successful in the class. The LMS may be used as a place to post handouts, announcements, and grades. Only items given to students during class time should be posted in the LMS.

3.5. Semester Credit Hour – At Glenville State University, academic credit provides the basis for measuring the amount of engaged learning time expected of a student enrolled not only in a traditional classroom setting but also laboratories, studios, internships, other experiential learning, and distance education. The institution's credit hour definition conforms to the definition of a credit hour outlined in the Code of Federal Regulations, 34 C.F.R. § 600.2.

3.5.1. A credit hour is an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that reasonable approximates not less than:

3.5.1.1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of

credit, or the equivalent amount of work over a different period of time; or

3.5.1.2. At least an equivalent amount of work as required in section 3.5.1 and 3.5.1.1. of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and

3.5.1.3. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

3.6. Course packages provided by the publisher do not constitute an online course. Course packages must be fully integrated into the LMS. The content of the course and the history of the course must reside with Glenville State University so that the University can maintain accurate historical records.

32.4. Rationale

4.1. Glenville State University recognizes the need to deliver high-quality educational opportunities across multiple modalities, allowing additional educational opportunities for students who need an alternative to traditional schedules and settings.

32.5. Process

5.1. The following will provide financial resources and strategies for developing and maintaining online courses.

5.1.1. Course fee structure - A student user fee may be assigned for online courses.

5.1.2. Online Course Development

5.1.2.1. Any instructor (faculty member or adjunct) can develop an online course, pending approval.

5.1.2.2. Online courses are considered part of regular faculty teaching load.

5.1.2.3. The faculty member qualifies for an overload per 5.1.2.2., faculty member will also receive overload pay for the course.

5.2. Online course requirements include, but are not limited to:

5.2.1. Appropriate frequency of faculty interaction with individual students.

5.2.2. Appropriate frequency of faculty interaction with the class as a whole.

5.2.3. Appropriate frequency of student to student interaction.

5.2.4. An appropriate strategy of authentication designed to protect against academic dishonesty.

5.2.5. A system to ensure appropriate access to support services and resources.

5.2.6. Student workloads are consistent with semester credit hours.

5.2.7. Instructors who teach online and hybrid courses must adhere to all applicable federal, state, and local laws, regulations and guidelines. This includes providing reasonable accommodations about affording equal educational opportunities. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

5.2.8. All courses, including online and hybrid courses at Glenville State University shall meet standards set by the University's accreditor.

5.2.9. Online and hybrid courses at Glenville State University will use a standardized template.

5.2.10. Instructors who teach online must successfully complete an instructional design best practice course by the end of the second semester of teaching online.

5.2.11. Online and hybrid courses will have, at a minimum, the first week of content viewable to students in the LMS prior to the first day of the semester. [The due date for posted content is on the academic calendar.](#)

5.2.12. Instructors will upload their syllabus into the LMS for each course they teach prior to the first day of the semester. [The due date for posted syllabus is on the academic calendar.](#)

5.2.13. All instructors will post grades into the grade book section of the LMS. Students shall be able to view their current grade at any time during the semester.

5.2.14. Instructors must keep their LMS grade book current. Missing assignments should be recorded as zero (0) after the due date has passed.