

**PUBLIC NOTICE AND AGENDA**

**University Council Academic Policy Committee  
Thursday, February 22, 2019, 10:30 a.m.  
Altgeld Hall 125  
Northern Illinois University  
DeKalb, Illinois**

**I. CALL TO ORDER**

**II. VERIFICATION OF QUORUM**

**III. ADOPTION OF THE AGENDA**

**IV. APPROVAL OF THE [OCTOBER 4, 2018](#) MINUTES – Pages 2-3**

**V. PUBLIC COMMENT**

**VI. UNFINISHED BUSINESS**

- A. Review Policies for Distance Education Courses Carrying Undergraduate Credit  
[APPM Section III, Item 23](#) and [Proposed Process](#) – Pages 4-6

Review [survey data](#) for pertinent themes/considerations – Pages 7-21

**VII. NEW BUSINESS**

**VIII. ADJOURNMENT**

## MINUTES

University Council Academic Policy Committee  
Thursday, October 4, 2018, 9:30 a.m.  
Altgeld Hall 125  
Northern Illinois University  
DeKalb, Illinois

**VOTING MEMBERS PRESENT:** Block, Boughton (for Staikidis), Burton, J. Chen, Chmaissem, Coli, Collins, Ledgerwood, Ghrayeb, Mershon

**VOTING MEMBERS ABSENT:** Newman, Stephen, Staikidis

### I. CALL TO ORDER

Academic Policy Committee chair **V. Collins** called the meeting to order at 9:30 a.m.

### II. VERIFICATION OF QUORUM

A quorum was established.

### III. ADOPTION OF THE AGENDA

**J. Burton** moved to adopt the agenda, seconded by **O. Ghrayeb**. Motion passed.

### IV. PUBLIC COMMENT

There was no public comment.

### V. NEW BUSINESS

- A. Review Policies for Distance Education Courses Carrying Undergraduate Credit  
[APPM Section III, Item 23](#) – Pages 2-3  
[Proposed Process](#) – Page 4

**V. Collins** presented a proposed process to guide the policy review.

The following observations were made during general discussion:

- NIU's academic colleges and deans reviewed its online program last year.
- NIU Faculty Development and Instructional Design Center serves as a one-stop-shop for the development of online programs.
- NIU Division of Enrollment Management, Marketing and Communications plays an active role in marketing NIU's online programs, but will likely also

engage an outside vendor for certain aspects of marketing.

- In alignment with its peer institutions, NIU defines online programs as those that are 100 percent delivered online, and where the student need never step foot on campus.
- The definition of online programs contained within the current policy aligns with the HLC definition, but does not align with NIU's accepted definition noted above.
- NIU also offers other hybrid courses, which contain an online component but are not 100 percent delivered online.
- The intention of developing online programs is to recruit place-bound students, who cannot come to campus, hence 100 percent online delivery.
- Online programs also are developed for on-campus students and are more likely to be hybrid programs.
- Should the UC-APC also consider reviewing the Guidelines for Online Courses Carrying Graduate Credit?

The following observations were made regarding the proposed process to guide the policy review:

- The proposed process was approved.
- Data/feedback will be gathered via a Qualtrics survey.
- The Qualtrics survey will be sent to deans (who can delegate to their online program coordinators); Jason Rhode, Executive Director of Extended Learning and Chief Online Learning Officer; UC-APC members; possibly selected students through undergraduate student representative Madalynn Mershon.
- Make sure the revised policy is in alignment with current practice.
- Take into consideration other discussions, which have taken place.

## **VI. ADJOURNMENT**

Meeting adjourned at 10:10 a.m.



# Policies for Distance Education Courses Carrying Undergraduate Credit Offered by Northern Illinois University

Section III. Item 23.

In conformity with federal guidelines, the Higher Learning Commission defines distance learning or distance education as:

**Education that delivers instruction to students who are separated from the instructor and that supports regular and substantive interaction between students and the instructor synchronously or asynchronously using one or more of the following technologies: the Internet; one-way and two-way transmission through open broadcast, closed-circuit cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio-conferencing; or videocassettes, DVDs, and CD-ROMs used in conjunction with any of the other technologies.**

The Higher Learning Commission further defines a distance education course as one in which 75% or more of the instruction is offered by distance education. Courses that include some distance education component, but less than 75%, are referred to as hybrid or blended courses.

Except for those aspects noted below, distance education courses and hybrid courses are expected to be treated as equal to face-to-face courses. To ensure that distance education courses are equivalent in student outcomes, the following considerations should be given particular attention.

## Instructor Considerations

Distance education courses must be accessible to all NIU students and should include significant interaction (e.g., email, discussion boards, chat lines, etc.) between students and instructor, and among students, when such opportunities would normally be part of the course if offered in traditional on-campus mode.

Instructors should pay particular attention to and provide explicit plans for assessing the effectiveness of teaching the course online and communicate these plans and the results of their implementation when requested to do so.

Ownership and use of online material is governed by the university intellectual property policy.

## Unit/College Considerations

Because the usual criterion of "contact hours" may not be germane, proposals for undergraduate-level courses intended to be offered via distance education should include a rationale as to how the number of credit hours for each proposed course has been determined. This rationale must comply with the credit hour policies articulated in APPM Section III, Item 2.

The course status of distance education courses will be clearly indicated in the **online course finder**. Any special requirements, including limitations regarding who may enroll in a course in a given term, should also be announced.

The determination of the mode of delivery for a given course rests with the unit.

## University Administrative Considerations

Persons receiving undergraduate academic credit for an online course must be admitted to NIU just as would be required for any other course for undergraduate credit.

All online courses carrying undergraduate credit must be assigned an official instructor of record.

HLC requires institutions to verify the identity of students who participate in courses or programs provided to the student through distance education.

Undergraduate distance education courses need not conform to the standard calendar defined in the **Course Finder**. However, they will be assigned to an academic term for purposes of drop/add, withdrawal, refund policies, etc.

**Periodic Review:** These Policies shall be reviewed every five years by the Academic Policy Committee of the University Council.

Approved by the University Council April 30, 2014

Editorial Modification, October 16, 2017



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1425 W. Lincoln Hwy., DeKalb, IL 60115  
815-753-1000

Proposed Process for Reviewing Policies for Distance Education Courses Carrying  
Undergraduate Credit Offered by Northern Illinois University

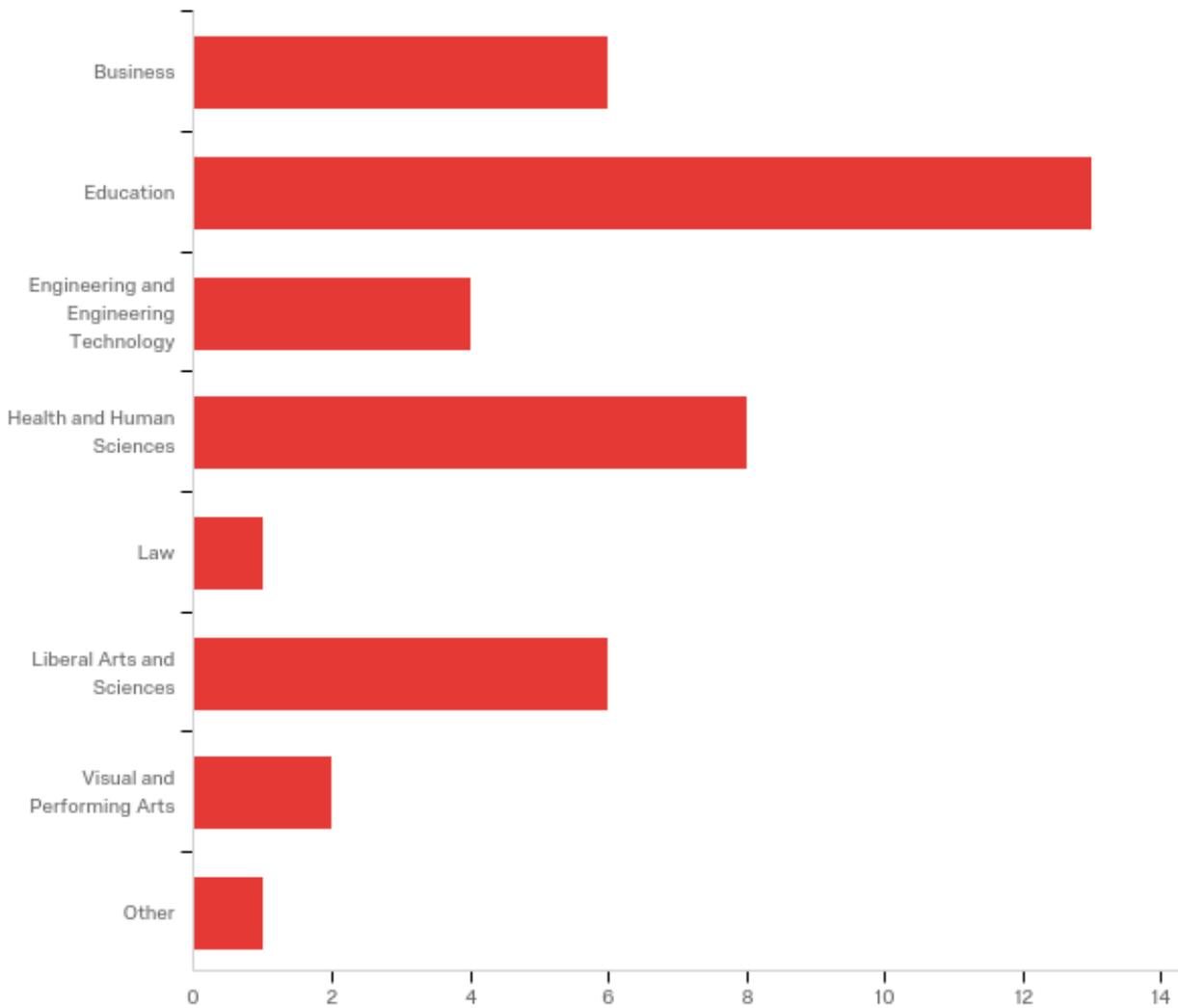
1. Prepare questions to guide the review process.
  - In what ways (if any) do the policies need to change?
  - What is missing (if anything)?
  - What no longer is relevant (if anything)?
  - What is unclear (if anything)?
  - Additional comments?
  
2. Establish a pertinent database to facilitate decision making.
  - We'll need to decide who to gather data from.
  - We'll need to determine our method for gathering data (e.g., survey)
  
3. Determine changes needed (if any) based on analysis of the data collected.
  
4. Share findings at University Council meeting.

# Policies for Distance Education Courses Carrying Undergraduate Credit Offered by NIU (Spring 2019 Survey Data to Facilitate Policy Review)

## Participants

- Online program coordinators/resource persons identified by NIU Deans
- Executive Director of Extended Learning and Chief Online Learning Officer
- UC Academic Policy Committee members

## Colleges Represented in the Survey



## Frequency Data by College

#	Answer	%	Count
1	Business	14.63%	6
2	Education	31.71%	13
3	Engineering and Engineering Technology	9.76%	4
4	Health and Human Sciences	19.51%	8
5	Law	2.44%	1
6	Liberal Arts and Sciences	14.63%	6
7	Visual and Performing Arts	4.88%	2
8	Other	2.44%	1
	Total	100%	41

## Response Rate

Our survey was completed by approximately 80% of the participants (n = 41 out of 51).

## Organization

For each survey question, responses are organized by college.

## Responses to Question 1

In what ways (if any) do the policies need to change?

### College of Business

I can't think of anything

---

update the language so the technology is correct...for example, video cassettes, etc are not really relevant any more Distance education courses must be accessible to all NIU students and should include significant interaction (e.g., email, discussion boards, chat lines, etc.) between students and instructor, and among students, when such opportunities would normally be part of the course if offered in traditional on-campus mode.----I am not sure this is how it should be...since this is an online course, it may have different approaches to student engagement than what we would find on campus... Instructors should pay particular attention to and provide explicit plans for assessing the effectiveness of teaching the course online and communicate these plans and the results of their implementation when requested to do so.-----this is not really clear....what does this mean? explicit plans? Ownership and use of online material is governed by the university intellectual property policy.-----I think we should be very clear here that the FACULTY owns the online material, NOT the university....right now the university owns it and this MUST change!

---

I think the statement about the evaluation of online teaching effectiveness is confusing. It implies that the instructor gets to determine how their effectiveness is evaluated, and that is not correct. It is the department/unit that determines how teaching effectiveness is evaluated. I think that statement "Instructors should pay particular attention to and provide explicit plans for assessing the effectiveness of teaching the course online and communicate these plans and the results of their implementation when requested to do so." should be deleted. A policy document should just have the overall policies not "recommendations" In part 1, "Except for those aspects noted below, distance education courses and hybrid courses are expected to be treated as equal to face-to-face courses." This statement is too broad. I am not sure what it means. Also, I don't think courses are "treated"? The second statement in this paragraph is good and covers the important point, in my opinion. This statement speaks to new course proposals that are going to be offered online. "Because the usual criterion of "contact hours" may not be germane, proposals for undergraduate-level courses intended to be offered via distance education should include a rationale as to how the number of credit hours for each proposed course has been determined. This rationale must comply with the credit hour policies articulated in APPM Section III, Item 2." It doesn't speak to existing courses that are offered face-to-face and online delivery modes.

---

I don't notice any glaring issues.

---

Will there be a similar policy for graduate courses?

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I would classify a distance ed course as one in which 100 percent of instruction is offered by distance education. I would also clarify standard course lengths. Too much variability exists.

## Responses to Question 1 (cont.)

In what ways (if any) do the policies need to change?

### College of Education

While the HLC definition of "distance education course" includes any course where 75% or more of the instruction is offered by distance education, NIU does distinguish between courses which are 100% online and those which are online with face-to-face (over 75% of delivery online). It would be helpful to make mention of this distinction in the policies.

I don't think anything needs to change.

Is there a way to allow students who have not been fully admitted into NIU to take an online class? This would allow perspective students to see what an online class at NIU looks/feels like before committing to the full admissions process. Similar to a "student-at-large" status for graduate students.

description on technologies maybe updated.

The policies seem suffice.

It has come to my attention that guidelines for online courses carrying "graduate" credit offered by NIU exists. However, the organizational structure and focus differs from the "undergraduate" policy under review. The graduate policy doesn't even have a definition of distance education. Should these policies be combined? Should we recommend that the policies under review be broadened to apply to undergraduate and graduate courses?

These are clear.

They seem fine.

Don't see anything that needs changing.

Define what online program entails whether it's 100% online or not

I have no suggestions.

Faculty in the COE have little if any support for creativity through long distance education. CEDU folks may mean well but none of them has any knowledge of how to design pedagogically appropriate instruction via online methods.

### College of Engineering and Engineering Technology

None

The policies seem reasonable. To ensure a good student learning experience, in addition to student faculty interactions, Teaching Assistants should also be advised to participate in discussion boards, online virtual hours, etc.

Policies should include situations when there is a technical issue during an examination or submission deadline.

None

## Responses to Question 1 (cont.)

In what ways (if any) do the policies need to change?

### College of Health and Human Sciences

N/A

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I have always had concerns related who decides what is online and what is not. While it says these decisions are made within the unit, it doesn't provide any guidelines related to who makes this decision and upon what basis. My feeling is that chairs, in consultation with faculty, should have explicit responsibility for this. Ownership of online course content has always been an issue with some faculty. This policy really doesn't speak to this issue. If the University is going to say that they are going to support both synchronous and asynchronous delivery, then they need to commit the resources to do both well. Right now synchronous delivery is severely limited because the University has dithered in its support of technology, personnel, and other resources to support such an approach.

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no changes needed

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Clarification of the following: what are the expectations for instructors to provide explicit plans to assess teaching effectiveness? the NIU intellectual property policy states developer unit need to come to agreement, how is that documented? Guidelines for verifying identity (e.g. is it student introductions, limit access through zID, confirm with logging in your identity)?

---

We reviewed for both the undergraduate and RN-BS program and the only question--is there similar policy for graduate education? no changes recommended.

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"The Higher Learning Commission further defines a distance education course as one in which 75% or more of the instruction is offered by distance education. Courses that include some distance education component, but less than 75%, are referred to as hybrid or blended courses." After this statement, we may list the delivery modes available in NIU, especially mentioning the mode of 100% online.

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The policies seem sufficient as they are.

### College of Law

The policies are comprehensive and address the area well.

## Responses to Question 1 (cont.)

In what ways (if any) do the policies need to change?

### College of Liberal Arts and Sciences

The policy should change to reflect that for a course to be considered "distance education" or "online" should be 100% offered through distance education while a hybrid should reflect education less than 100%.

Online courses present several challenges. While it's clear that flexibility is a must, I would've liked to see the policies addressing examinations and outcomes in a direct and clear way so that online courses can be truly equivalent to face-to-face courses. Course exclusions (core courses for example) may also need to be spelled out. Online access to students with disabilities need to be spelled out. Resources may need to be allocated to transform certain media and courses into proper formats suitable for students with disabilities.

The following policy is incomplete: "Distance education courses must be accessible to all NIU students and should include significant interaction (e.g., email, discussion boards, chat lines, etc.) between students and instructor, and among students, when such opportunities would normally be part of the course if offered in traditional on-campus mode." The level of interaction this is suggesting needs to take place whether or not it "would normally be part of the course if offered in traditional on-campus mode." Online classes need interaction, period. In all instances.

Under "Instructor Considerations," remove 'chat lines' (and if it is necessary to indicate something like this, replace with "texting" To whom would the Instructor convey the "explicit plans for assessing the effectiveness of teaching the course online" and would grading be a useful singular assessment? I do not agree with "Ownership and use of online material is governed by the university intellectual property policy" as the materials are likely created by Instructor. Why would "Undergraduate distance education courses need not conform to the standard calendar"?

I think current policies are good. Perhaps we need to provide students with more online tutorials. For some this may be their first experience with online modality.- I just want to make sure that online instruction is accessible for all students.

### College of Visual and Performing Arts

The policies seem currently appropriate and well-structured to me. They seem acceptable.

The definition of online needs to be clarified. In my opinion, anything less than 100% is a blended class. The second issue I would raise is the need to include some definition of quality expected for delivery of online courses. Standards set by QM could be a benchmark.

### Other

"The Higher Learning Commission further defines a distance education course as one in which 75% or more of the instruction is offered by distance education." this part needs to be changed as we are defining an online course as course where 100% of the course delivery is online.

## Responses to Question 2

What is missing (if anything)?

### College of Business

Can't think of anything, unless you wanted to include some type of requirement for folks designing the course to go through QualityMatters workshops, that might be helpful

---

a focus on the fact that faculty should own the material, not the university...

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Perhaps more details for instructors: course development support, compensation, enrollment limits

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Acknowledgement that preparation of distance ed courses, as well as the teaching of such courses should be accompanied by extra compensation to the department and instructors. This compensation is garnered from distance education fees.

### College of Education

In Unit/College Considerations, it needs to include the HLC policy that any fees or costs associated with the course be made available at the time of registration (e.g., proctoring) \*\* See CRAC guidelines at [http://download.hlcommission.org/C-RAC\\_Distance\\_Ed\\_Guidelines\\_7\\_31\\_2009.pdf](http://download.hlcommission.org/C-RAC_Distance_Ed_Guidelines_7_31_2009.pdf) for examples of the kinds of quality indicators that policies should promote.'" It would also be very helpful to introduce the notion of adhering to the institutionally-adopted quality standards for online courses.

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Nothing

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Lack of information on graduate courses under the University Administrative Considerations section

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University Administrative Considerations need to be expanded to include how to handle students who never come to campus--how will they get their OneCard? What else are they required to come to campus to accomplish and how will those requirements change to accommodate these students?

---

A policy for students who sign-up for online classes and do not participate all semester.

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The policy states that distance education courses should produce equivalent student outcomes, and "instructors are expected to provide explicit plans for assessing the effectiveness of teaching the course online and communicate these plans and the results of their implementation when requested to do so" (see Instructor Considerations, paragraph 2). Missing are methods for fulfilling this requirement (i.e., how to go about conducting the evaluation, who the results should be sent to, when the evaluation should be completed, and how frequently). A definition of "equivalent student outcomes" would be helpful. I'm wondering if this evaluation should differ from traditional course evaluations, and if university-wide guidelines should be recommended?

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They are simple, concise, and open to appropriate application by different programs. Can't think of anything at this time.

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I was surprised there wasn't greater emphasis placed on accessibility for students with disabilities.

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Can't think of anything.

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Clarification

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Video conferencing and recorded video could be added to the list following, "using one or more of the following technologies"

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SUPPORT for CREATIVITY. We are so tasked with filling out reports that we are not supporting those who are striving to be creative

## Responses to Question 2 (cont.)

What is missing (if anything)?

### College of Engineering and Engineering Technology

nothing I can think of

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Large online courses require significant effort to run. Consequently, resources are needed to provide the best student experience possible. Additional TA's are needed. One myth with online teaching is, the class size does not matter as there is no physical limitation (i.e. space, number of chairs, etc.). In case of resource limitations, appropriate class sizes have to be established. Technology driven courses also require good support - not only from the instructor and TA, but also from ITS. Some of the applications can be run in the Cloud, which requires proper maintenance and appropriate support. Student needs can also be ITS related and appropriate training for ITS personnel.

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How technical issues would be handled.

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None

### College of Health and Human Sciences

Although distance education and hybrid courses are treated as equal to F2F courses, policies should include a statement as to how they differ. For example, effort by instructors and students differ such as with course preparation and initiative.

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The policy does not delineate who is responsible for supporting distance education at NIU. Another piece of the dithering problems. I've had some excellent support for courses at the individual level. I've also experienced situations where I'm planning on delivering a course and the basic process that I use one semester is no longer available the next without any notification. Access by persons with disabilities is not referenced in the policy. By law, equal access should be required in a policy. The University needs to provide course design resources to support it. Presently it does not. The policy does not impose course design standards. At NIU, unless an instructor has worked with E-learning, they are pretty much on their own. An example of such a standard is found at the following link: <https://cvc.edu/wp-content/uploads/2018/10/CVC-OEI-Course-Design-Rubric-rev.10.2018.pdf>. Quality Matters (QM) in another industry standard. The University needs to provide adequate resources to support these standards. Presently, it does not.

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n/a

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There's no reference to on-campus/online and off-campus/online. If we are to have these distinctions, there needs to be a policy that exempts off-campus/online students from having to submit immunization records even if they are taking an online/on-campus class.

---

The policy mentions accessible education, however I don't know if that means reaching place-based students or disability accommodations. Doesn't include student responsibilities, though maybe that it is typical Recommended preparation for teaching online? Perhaps how expectations for time spent by student could integrate with Course Activity Documentation

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addressing graduate education that is one line

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See the previous response to question 1.

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The following might be added, "Any online version of a course should be academically equivalent to the face to face version of the same course, in terms of rigor, learning objectives and the material covered."

## Responses to Question 2 (cont.)

What is missing (if anything)?

### College of Law

As my college only focuses on graduate students I have a different perspective. To that end one thing that I think is worth reconsidering is the requirement that the courses adhere to the standard academic calendar. Online teaching can (not always) provide flexibility that may allow for unique scheduling options (e.g. accelerated courses, interim session courses).

### College of Liberal Arts and Sciences

How is access to Blackboard and online resources maintained for instructors who teach a course in fall term (for example) and have students who receive incompletes in December? The students will finish the course in the spring term, but if the instructor is not allowed to maintain access to Blackboard (e.g., they are an adjunct hired for the fall term to teach the course), then who gets stuck finishing the incomplete with the students?

---

Might want to redefine hybrid as well or create two types of hybrid. A hybrid course that is mostly distance education vs. a hybrid course that is mostly in course education. There might be some students who are willing to attend a class or two on campus but wouldn't commit to a course that meets five times a semester.

---

Examinations and Course exclusions. Addressing access to online courses by all students including those with disabilities and other special needs.

---

Minimum qualities/characteristics/processes for online classes need to be enforced. But, these should not interfere with course content or student assessment, which should be at the sole discretion of the faculty teaching the class.

---

Would the compensation for preparing such a course be different than the non-online courses? Would there need to be explicit language included to address potential technology failures (during weather problems) or otherwise-related technology issues? (for example: didn't hand in work on time because of a computer problem, didn't do the final within the period required because the data service didn't work, etc.)

---

See previous response.

### College of Visual and Performing Arts

It all looks substantial and thus acceptable.

---

See my first comment

### Other

a new definition of what is an online course and an online program

## Responses to Question 3

What no longer is relevant (if anything)?

### College of Business

Can't think of anything

---

outdated technology

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All seems relevant

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Much of the examples describing specific technology.

### College of Education

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All up to date

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N/A

---

I didn't see anything that seemed irrelevant.

---

Could probably delete mention of these: "one-way and two-way transmission through open broadcast, closed-circuit cable, microwave" and "or videocassettes, DVDs, and CD-ROMs" -- they just seem to be outdated technologies

---

CD-ROMS are no longer relevant I believe. Same with videocassettes.

---

Ridiculous workshops held at Altgeld for entire groups of folks who have different delivery needs

### College of Engineering and Engineering Technology

None

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Nothing to mention.

---

All are relevant

### College of Health and Human Sciences

N/A

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n/a

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Seems to include relevant issues

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None

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Nothing that I have noticed.

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I think it is all still relevant.

## Responses to Question 3 (cont.)

What no longer is relevant (if anything)?

**College of Law** – Item was left blank.

### College of Liberal Arts and Sciences

N/A

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It's possible that some listed technologies are no longer relevant but I wouldn't remove anything.

---

Nothing.

---

"chat lines" "or videocassettes, DVDs, and CD-ROMs" seems outdated and limiting. could it be something along the lines of "or other technologies for recording/conveying material."

---

I think that while some information may not be relevant this semester or right now: ie; we offer the majority as 100% online rather than hybrid, I think that it is best to keep this as inclusive as possible.

### College of Visual and Performing Arts

All platforms still look current.

---

Can't think of anything

### Other

please refer to the first question

## Responses to Question 4

What is unclear (if anything)?

### College of Business

see previous answers

---

Who is in charge?

### College of Education

I'm not sure what the line "provide explicit plans for assessing the effectiveness of teaching the course online" is meant to refer to. Is this alluding to having a course evaluation? If so, could it state that the course must be evaluated using the institutionally-supported online course evaluation tool? In Instructor Considerations, the first line states that "courses must be accessible to all NIU students." Does this refer to accessibility for students with disabilities? If so, that might need to be stated more clearly. In Administrative Considerations, it mentions that HLC requires identity verification, but offers no stance on how that would occur. If I were reading this policy, I would not know what that meant, or what I needed to do to verify the identity of my students. \*\*see HLC's institutional practices on verification of student identity at <https://www.hlcommission.org/Policies/verification-of-student-identity.html> for the following language: In verifying the identify of students who participate in class or coursework the institution may make use of a variety of methods at the option of the institution, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

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Very clear

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university intellectual property policy does not provide clear copyright information on online materials.

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Under Instructor Considerations it says "Distance education courses must be accessible;" this should clearly spell out that the course must meet the Illinois Accessibility code.

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N/A

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I identified two areas: First: In the definition of distance education, the words "regular", "substantive", and "significant" are used to describe the expected level of interaction in such courses. It is unclear, however, what these words mean. Second: The policy states that ownership and use of online material is governed by the university intellectual property policy. I viewed that policy and am wondering if online courses fit under the category of "traditional academic copyrightable works?" If yes, it might prove beneficial to have such language explicitly stated in the policy.

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Nothing jumps out at me.

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Whether online programs imply 100% online classes or they may involve some face to face meetings

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Is there a sufficient commitment on the part of the College of Ed- leadership? Might it perhaps be simply smiles from the DEAN but no action? Is this not her mode of operation?

## Responses to Question 4 (cont.)

What is unclear (if anything)?

### College of Engineering and Engineering Technology

None

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None

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None

### College of Health and Human Sciences

N/A

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Ownership of content remains unclear.

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n/a

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I think my earlier notes might apply here

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use of the word--Germane--not everyone knows this?

---

Nothing that I have noticed.

---

It all seems clear.

### College of Law – Item was left blank.

### College of Liberal Arts and Sciences

The policy is clear, but most students don't look at policy. We should consider after this making the difference between distance education and hybrid more obvious

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Document is clear and straightforward.

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Use of words like "should" compromise a policy and make the policy unclear.

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I am not clear as to the wording "HLC requires institutions to verify the identity of students who participate in courses or programs provided to the student through distance education" Does that mean the university must provide the names of any student who is enrolled in an online course? .

### College of Visual and Performing Arts

The policy seems clear to me.

---

I think the definition of contact and workload is not clear.

### Other – Item was left blank.

## Responses to Question 5

### Additional comments?

#### College of Business

Nope

---

I would like a statement about general guidelines that makes an online course a 3-credit hour course when it is also delivered face-to-face. (as in, "has similar workload and deliverables", etc.

---

Support and process for development is critical

---

I like the concise nature. less is better.

#### College of Education

Are there samples from other institutions that are being reviewed for comparison? UW-Green Bay is one example <https://www.uwgb.edu/UWGBCMS/media/policies/files/Distance-Education-Policy-AC-30-17-1.pdf> Could we also clarify the question of simulcast courses, with students both face-to-face and online, taught using streaming/simulcast? Not to say that it cannot ever happen, but to set the policy that it is used in pedagogically sound ways, and not as an administrative stop-gap. Faculty who are put in that position at the last minute are really in a bad position, and their students likely do not have the most positive course experience.

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None

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Something needs to be done to anticipate problems with technology and correct problems asap. Staff should be hired to try to find out in advance what might go wrong for students accessing the course material remotely--testing from different browsers, etc. Also, staff who are dedicated to fixing technology problems as soon as they arise need to be hired. It is also important that people learn how to make their course material accessible. More people need to be trained for this.

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N/A

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I don't have any. Thank you.

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this survey seems unnecessary if informed folks would have looked at the needs and at what faculty have been requesting for longer than this current academic year.

#### College of Engineering and Engineering Technology

None

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None

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Overall is a very comprehensive policy.

## Question 5 (cont.)

Additional comments?

### College of Health and Human Sciences

N/A

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NIU is at a crossroads as it relates to distance education. The dithering of the past has placed the University at a severe competitive disadvantage. I'm not confident that the University will be able to regain any significant momentum in this area without a coherent strategy for supporting, marketing, and streamlining the student experience related to distance education. Other places seem to do this so well. We are sitting on the sidelines. Given the aforementioned context, any policy revision related to distance learning needs to remain flexible enough to support entrepreneurial activity. In my experience, NIU has a very litigious culture that makes it a very difficult place to work and succeed. I hope that any changes made to the existing policy don't go in that direction.

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I think it is GREAT that this policy is being reviewed. Thanks for including me.

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None

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None.

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None.

**College of Law** – Item was left blank.

### College of Liberal Arts and Sciences

Perhaps, a review should take place more than ever 5 years. This is a dynamic learning environment and within a five year window I can imagine things changing quite dramatically.

### College of Visual and Performing Arts

When teaching long-distance I liked a minimum of adobe connect sessions with students so that they could connect with the professor and each other intermittently. I think some synchronized sessions as a base line are important for distant learning.

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Nothing else.

**Other** – Item was left blank.