

Leadership Studies Curriculum Policy on Modality Changes

Overview

As this policy and value discussion is rushed for the bureaucratic needs of next year's curricular review process, the policies and procedures developed now are not permanent and may be changed in the future. This openness to change is important as the Morse Leadership Institute's ability to deliver quality curriculum and student demand/access issues change over time.

MLI policies and procedures regarding delivery of course modality must always be in alignment with CUP's policies and procedures, as well as with the Academic Programs, Institutes, and Centers' (APICs) policies and procedures.

Strategic Goals Regarding Modality of Education

Questions about what modality is appropriate should always reside within the values of (1) providing quality leadership studies education, (2) whether diverse and place-bound students are being provided access to quality leadership studies education, and that (3) students' best interests are at the forefront of decision making.

As programs with more than 50% of curriculum delivered in non-face-to-face modalities garner increased scrutiny from accrediting bodies to ensure high quality instructional environments and quality courses, LDST minors must experience 50% or more of their curriculum in Face-to-Face classes. This includes courses taken under other rubrics (e.g., COMM, MGMT, PSY, etc.), with all other modalities accounting for 49% or fewer of the credits counted toward the minor. Special care must be taken by course proposers and advisers to ensure this cap and monitor curriculum delivery amounts, methods, and quality. Summer classes offered in online modalities are considered part of the 50% cap.

When online or hybrid modalities are used to deliver an LDST course, all attempts will be made to provide these modalities through regular tuition costs whenever possible, although summer offerings (that are higher in tuition cost) will also likely contain hybrid or online modalities. The MLI currently does not offer many summer courses, but the value of access for place-bound students is important in determining the modality of summer classes.

Changes from face-to-face to various other modalities should always be for good reason and appropriate for course material. Acceptable reasons for requesting a modality change may include:

- providing increased access to place-bound students
- access to an instructor who is an expert in their field not available for face-to-face instruction
- increasing access to community partners or programs
- providing access to global leadership opportunities
- providing access to course content not otherwise available (e.g., international study).

Instructors who want to propose a modality change must work with the guidance of the MLI director or Leadership Studies Curriculum Committee (LSCC) to select the appropriate modality (i.e., asynchronous, hybrid) for any non-face-to-face courses. These choices should be based on pedagogical needs for the course, student access, or other course constraints.

Procedures

Proposers of modality changes should use CUP's Modality Template document, use the Track Changes feature in construction of the new form, and save/share all documentation necessary for archiving curricular changes with the LSCC and MLI Director. Also, the proposer should consult the LSCC or MLI Director to determine if additional Curriculog forms are required.

Proposers (who may also be instructors) are expected to account for all necessary credit hours (as determined by state law and ACC credit hour policy) both in developing proposals and assessing learning outcomes for the course.

Proposers should run Impact Reports in Curriculog to identify all necessary impacted programs prior to making modality changes. They should also indicate how the requested modality change will influence the overall online/distance nature of the academic program in which it is included.

The LSCC will rely upon course proposer's use of the CUP Modality change form for requests. The proposer should take special note to address MLI values and policy as stated here and be prepared to complete additional Curriculog forms, as needed.

Review Processes

As the LSCC has primary review over LDST curriculum, the proposer should be clear about how the course learning objectives are tied to assignments, activities, and outcomes especially as these relate to various technologies used in the course and how these facilitate substantive and regular interaction between faculty and student. The instructor should carefully follow ACC and state credit hour guidelines, as scrutiny of proposals will address appropriateness of course content according to these university and legal requirements.

Proposals for modality changes will *not* all be evaluated similarly. Approvals for modality changes for LDST 416 Special Topics courses (which primarily serve as electives) will not meet the same scrutiny as proposals for modality changes of required or primary LDST courses (e.g., LDST 101, 450, 495), which warrant more scrutiny. Special topics courses serve as electives to the LDST minor and provide increased access to instructors or course content that may not always be available for face-to-face instruction.

Fiduciary Implications

The MLI budget is developed through yearly Foundation allotments, some Foundation Reserves, and some yearly budgetary allotments from the Provost's Office. Therefore, the MLI director must often make budgetary decisions that may impact how or when a course is offered. Further, there is a recognition that hybrid or online modalities are rarely a less expensive choice. Therefore, students' educational and economic needs must be in balance with or outweigh pedagogical modality choices.

Professional Development and Compensation

The MLI relies on several non-tenure track instructors to deliver LDST curriculum. If NTT are asked to develop an LDST course to be in a modality other than face-to-face, the Institute is obligated to provide support for the course to be well-developed. This may include course development stipends to compensate for the extra labor required in transitioning modalities or paying fees associated with professional development training (whether on or off campus) to assist with course re-development.

Advising Implications

Students must obtain a majority (50% or more) of their LDST minor coursework from face-to-face classes (with the exception for summer classes), which includes courses from *all* departments counted toward the minor. Students should speak with an advisor and monitor the number of credits they earn from non-face-to-face modalities.

6-8-2022 email (time 352 pm) Grace Wang moved to approve revised version; John Korsmo (email, time: 925 pm) seconded.