

EXTENDED EDUCATION

Academic Affairs Policy Statement No. 17

1. References

- a. Academic Affairs Handbook, Board of Regents, University System of Georgia.
- b. Bylaws of the University Council of the University of Georgia, 2005.

2. Background

The following policy replaces that outlined in the November 16, 2001, memorandum from Senior Vice President for Academic Affairs and Provost Karen Holbrook, entitled "Goals and Responsibilities in UGA Distance Learning."

3. Purpose

This policy (1) advocates a case-by-case evaluation of extended education opportunities rather than an across-the-board approach in favor of extended education, (2) does not mandate any particular use of internal resources for format or delivery of extended education, and (3) provides for more coordination of extended education.

4. Definition

Extended education is defined to include any credit-bearing course or program of which more than 50% is delivered:

- through distance learning defined by the Board of Regents as instruction delivered through one or more forms of distance technology, and in which the instructor of record and the student(s) are separated by time and/or geographic location such as two-way video conferencing, online asynchronous (example, WebCt), web-based materials and resources, electronic-based discussion, video and/or audio streaming
- through independent study
- primarily off-campus defined by the Board of Regents as face-to-face instruction and interaction between instructor and student when both are located in an environment external to the Athens campus. It also includes extended education courses under the auspices of the Vice President for Instruction, including academic enhancement courses.

The definition of extended education does not include non-credit-bearing courses, including continuing education courses under the auspices of the Vice President for Public Service and Outreach.

5. Responsibilities

a. Instructional Units

- (1) The academic instructional units and faculty will retain control and authority over the initial decision of whether to offer courses or programs through extended education,

which courses or programs to offer, and what method of extended education to pursue. Although they may be encouraged to offer extended education courses or programs, academic units should not be required to offer extended education courses or programs.

- (2) The substantive content of the courses or programs, as well as the staffing of those courses or programs, is the responsibility of the academic instructional unit.

b. Central Administration

Central responsibility for extended education will be placed in the office of the Vice President for Instruction. The Vice President for Instruction shall, in consultation with the Provost, appoint a Director of Extended Education whose duties will include, but may or may not be limited to, coordination and facilitation of extended education. This individual will report directly to the Vice President for Instruction.

c. Approved Off-Site Locations

The substantive content of courses offered at approved extended education locations such as existing university facilities and other off-campus sites will be determined by the schools and colleges, instructional units, and faculty who will retain control and authority over the courses offered.

d. Study Abroad

- (1) The substantive content of courses offered in Study Abroad programs will be determined by the schools and colleges, instructional units, and faculty who will retain control and authority over the courses and programs offered.
- (2) Primary oversight for Study Abroad programs resides with the Associate Provost for International Affairs in conjunction with the academic units and faculty. Although these programs fall within the definition of extended education, they have oversight issues and needs that are distinct from courses offered domestically. The Associate Provost for International Affairs will provide the Director of Extended Education with information concerning Study Abroad programs.

6. Procedures

- a. A course or program may not be offered through extended education unless it has been approved through the University's curriculum approval process.
- b. The Board of Regents requires that a program must have approval as an External Degree to be offered through extended education. Courses and/or degree programs offered externally must adhere to the guidelines, criteria, and nomenclature contained in the document "External Instruction in the University System of Georgia: Policies and Procedures" as adopted by the Board of Regents on February 2, 2005, and as thereafter amended. This document is maintained in the Academic Affairs Handbook. The designation of an off-campus instructional location as a campus, center, or consortium requires approval by the Board of Regents. The proposal for an External Degree should be consistent with the University

mission and follow the format provided in Appendix A. An External Degree is a program of which more than 50% is offered through distance education or offered off-campus.

7. Approval Process

Courses do not require additional approval to be offered through extended education. Per Board of Regents policy, all programs offered through extended education require approval as an External Degree. External Degree proposals will be submitted by deans of respective schools or colleges or directors of institutes directly to the Office of the Senior Vice President for Academic Affairs and Provost. Graduate Program proposals must first be reviewed by the Dean of the Graduate School who will then forward them to the Office of the Senior Vice President for Academic Affairs and Provost. Proposals will be reviewed by the University Curriculum Committee and subsequently forwarded with a recommendation to the University Council for consideration. University Council recommendations on proposals are forwarded to the Office of the Senior Vice President for Academic Affairs and Provost who will transmit the same to the President of the University for consideration. The President will transmit proposals to the Board of Regents with his recommendation. A proposal for a program that will be offered at an off-campus site or through distance education should follow the format outlined in Appendix A.

8. Guidelines for Extended Education

- a. Courses or programs must meet the following requirements to be considered appropriate for extended education:
 - (1) All extended education, as defined in this policy, should be offered in conjunction with a UGA degree or certificate program.
 - (2) Extended education offerings may be provided only by existing academic units (instructional units, schools, or colleges). No new instructional unit, school, or college will be created for the purpose of offering extended education courses or degrees.
 - (3) Accreditation standards should be viewed as establishing minimum requirements but not necessarily as high as the standards the University wants to achieve with its extended education offerings.
- b. The following factors should be taken into account when deciding whether or not a course or program is appropriate for extended education. This is a balancing process that in some cases will point in favor of extended education, while in other cases it will not.
 - (1) Important reasons to offer extended education include, but may not be limited to, the following examples:
 - (a) An improved or enhanced learning experience for our currently enrolled students.
 - (b) The ability to reach students the University otherwise would not be able to reach, permitting the University to extend degree programs or course work to qualified students who deserve a UGA experience but who otherwise would not be able to access one.

- (c) An improved learning environment for faculty, who may welcome the opportunity to enhance their instructional or research programs.
 - (d) To assist the University in carrying out its mission of serving the entire state of Georgia, both in terms of our land grant status and our charter.
 - (e) Generation of credit hours and tuition revenue.
 - (f) Generation of ties and relationships that may prove important for continuing education and private giving opportunities.
 - (g) To maintain a competitive edge vis a vis sister, peer, and aspirational institutions.
- (2) Important reasons to be cautious about extended education include, but may not be limited to, the following examples:
- (a) Dilution of resources.
 - (b) The time-intensive nature of many extended education offerings may interfere with faculty time for research and on-campus instruction, resulting in a less satisfactory environment for faculty.
 - (c) Less faculty time for on-campus instruction and/or research activities may dilute the educational experience for on-campus students.
 - (d) If student credentials and/or the quality of the educational experience is not commensurate with that at the Athens campus, the reputation of UGA and the value of a UGA degree may be diluted.
 - (e) Extended education may have a negative impact on the consistency of compensation for faculty and staff.
 - (f) Accreditation concerns, particularly when satellite campuses are involved, could require significant expenditures for student support services.

Appendix A
Proposal for an External Degree
The University of Georgia

Institution: _____ Date: _____

College/School/Division: _____

Department: _____

Degree (please indicate whether this is a stand-alone degree): _____

Major: _____

CIP Code: _____

Proposed Start Date: _____

The proposal for an External Degree must include a brief narrative that addresses the following points and completion of the attached Addendum for Distance Education Delivery of New Programs.

- 1. Assessment**
A needs assessment demonstrating a sufficient pool of qualified applicants.
- 2. Admission Requirements**
All requirements for admission to an External Academic Degree Program will be the same as those for the same degree at an authorized unit.
- 3. Program Content**
The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent at both (or all) locations.
- 4. Student Advising**
Each student must have reasonable access to an advisor or advisory committee.
- 5. Resident Requirements**
Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.
- 6. Program Management**
Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.
- 7. Library and Laboratory Resources**
The proposal must include a review of existing library and laboratory (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

8. Budget

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates -- specified separately for authorized and cooperating units -- concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

9. Program Costs Assessed to Students

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

10. Accreditation

Appropriate accreditation procedures will be carried out by the authorized institution.

Addendum for Distance Education Delivery of New Programs

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather are listed to provide an idea of the kind of information being sought in order to judge the merits of the proposal.

Institution: _____ Date: _____

College/School/Division: _____

Department: _____

Degree (please indicate whether this is a stand-alone degree): _____

Major: _____

CIP Code: _____

Proposed Start Date: _____

The President shall forward to the Senior Vice Chancellor for Academic Affairs information that addresses the following issues:

1. Description of the Delivery System

What is the primary delivery mode for this program (e.g., internet, videotape, satellite, etc.)? Will instruction be delivered in a synchronous or asynchronous format? What type of interaction is involved (e.g., point-to-point, two-way video with two-way audio, etc.)? What is the length of time the program will be offered in this format? Will the program have variable locations or be offered at a specific site other than the campus?

2. Assessment of Societal Need and Demand for Distance Education Delivery

Based on quantitative and qualitative evidence, describe the institution's assessment of societal need and demand for this type of delivery method. Please describe the geographical area to be served through delivery of this program (e.g., another city in Georgia, contiguous states, or other areas).

3. Readiness of the Institution to Offer the Program

(a) Institutional Mission and Relevance to Other Programmatic Offerings

Describe how distance education is consistent with the institution's mission and programmatic role with respect to academic programming. Describe how the program does not duplicate existing offerings in the University System, or if it is duplicative, explain why the program is warranted. What is the program's niche?

- (b) Faculty Inventory with Delivery Expertise
What programs are available to ensure appropriate training for faculty who teach technology-delivered programs (e.g., computer mediated conferencing)? Please provide an inventory of available faculty with the expertise to deliver instruction in an alternative format.
- (c) Facilities
Describe any modifications required for existing facilities to establish and maintain the alternative delivery of the program.
- (d) Instructional Support
What plans are available to ensure remote student and faculty access to information and resources necessary to support the teaching and learning process? What is the institution's assessment of the need for back-ups, encryption, passwords, firewalls and other electronic security measures? How will the campus validate student authentication for the electronic submission of assignments? What are the provisions for real-time and delayed interaction between faculty and students and among students? What provisions are in place to support the use of technology and instructional materials after hours (campus-based or contract)? Describe the library resource options available to students to enhance the learning process. What equipment, software and electronic communication access is required to support appropriate interactions among students, faculty and institutional administration in this program?
- (e) Student Services
Please describe how the program ensures that appropriate learning and student resources are available for students to fully participate in the learning experience. Describe any special arrangements that will be used to meet the unique needs of distance learners. Describe the provisions that will be made for access to student and administrative services (e.g., financial aid, academic testing, student advising, bookstore payment of fees, etc.).
- (f) Cooperative Links with the Community
What economic development purpose does the program satisfy? Please describe any cooperative links that the program has with the community.
- (g) Accreditation and Legal Issues
It is assumed that institutions offering programs in an alternative delivery format are responsible for satisfying all approval, licensing, and institutional and specialized accreditation requirements. What are the campus procedures associated with the program for accreditation, licensing, contracting, and allocation of intellectual property rights? How is compliance with the ADA, FERPA, the Telecommunications Decency Act, the Electronic Communications Privacy Act, and SACS substantive change ensured?

4. Recruitment and Admission of Students

What are the prerequisite technology competencies, skills and equipment requirements? What are the residency requirements associated with this program, if any? Please describe your affirmative action impact analysis with the alternative delivery of this program. Please describe the institutional guidelines for in-state versus out-of-state students.

5. Curriculum

What are the academic standards for this program? Please explain how the program provides the appropriate rigor and breadth for the degree awarded. Are all of the courses in the program appropriate for distance delivery? Is a laboratory experience part of the curriculum? Are lab kits or videotaped experiments required? Please describe available alternatives. What is the time to degree length for the program?

6. Consistency with Principles of Good Practice

Demonstrate how the institution incorporates the Principles of Good Practice in the delivery of the program. Describe the relevant benchmarks that can be used to develop comparisons about the program's merits.

7. Fiscal Implications of the Program

What is the funding stream for this type of delivery as well as upgrades and replacements? What are the line costs for delivering this program? Does the campus project that any tuition adjustments will need to be requested to support the delivery of this program? What are the external sources of funding and support for the program? Will there be any operating budget requests for this program that would exceed normal operating budget guidelines? Please demonstrate the cost and benefit of developing this program for a distance education format.

In addition to the fiscal template found in Section 2.03.02, please complete the following modified fiscal page:

| Costs Per Year of Implementation | | | |
|---|----------------------|----------------------|----------------------|
| <u>Item</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
| Network Design | | | |
| Network Configuration | | | |
| Network Installation | | | |
| Hardware Acquisition | | | |
| Software Acquisition | | | |
| Technical Integration | | | |
| Course Acquisition and Licensing Fees | | | |
| Distribution Costs | | | |
| Personnel (Faculty) | | | |
| Personnel (Technical Support) | | | |
| Personnel (Secretarial) | | | |
| Estimated Cost for Renovated Facilities for Technological Support | | | |
| Maintenance and Operation (specify) | | | |
| Supplies and Materials (specify) | | | |
| Other (specify) | | | |
| Total: | | | |

8. Assessment

Please indicate how students will meet the educational outcomes of the degree program. Does the institution have a system whereby it can monitor the effectiveness of the program in terms of

numbers of students engaged in this mode of delivery for the program and the number of degrees conferred versus traditional delivery methods?

9. Evaluation Plan

Describe the evaluation plan to be used (e.g., methods and measures of evaluating student learning outcomes, student retention, student and faculty satisfaction, and information and instructional support). Describe faculty productivity measures when students are at remote sites. Please describe the formative (on-going process for all stages of instruction), summative (overall effectiveness of the program), qualitative and quantitative evaluation methods to be incorporated in the assessment of this program. Please consider the following aspects of the program in developing your assessment module: use of technology, class formats and atmosphere, quantity and quality of interaction, course content, assignments, tests, support services, student achievement, student attitude, and instructor effectiveness and preparedness.