

DELIVERY OF UNDERGRADUATE PROGRAMS VIA DISTANCE EDUCATION TECHNOLOGY

A. Policy

The purpose of this policy is to ensure that proposed new distance education programs are consistent both in quality and content with their original programs. A proposal must be submitted to the UWUCC when 50% or more of the program credit requirements (excluding liberal studies and free electives outside of the major) are available through distance education technologies. A proposal addendum addressing these same issues and a rationale for offering the degree totally online is required when the program is to be 100% online. If a class is offered in the classroom and through distance education, it is considered distance education for purposes of this policy. The approval process for delivery of programs via distance education technology follows the committee sequence given for all undergraduate curricular program revisions (see p. 89 of handbook). The UWUCC and the Office of Distance Learning and Continuing Education will maintain a list of approved distance education courses and will notify departments when a program proposal becomes necessary.

B. Proposal Format and Content

In an effort to be as clear as possible, the expected proposal content is explained in detail below. It is expected that completed proposals under this category will be two to five pages in length.

1. UWUCC Cover Sheet (Appendix B)

Indicate “Distance Education Program Delivery Revision or New Program” on the cover sheet.

2. Introduction

Provide a short introduction, including a summary of any changes to the program that occur because of the change in the method of delivery to distance education technology. Please explain the department’s long range intentions in regards to delivering this major totally online. Who is your audience for distance education instruction (on campus, off campus, both)?

3. Method of Delivery

List the method of delivery for the program and its consequences, including the following:

- (a) **Faculty:** Identify how faculty teaching distance education courses will be selected, appointed, and evaluated in a manner that assures maintenance of the academic quality of the program and its goals and objectives. The department needs to document that it has sufficient faculty to deliver the courses/program consistent with the CBA.

- (b) **Course Schedule:** Provide a list of all courses in the major identifying the method of delivery for each. Create a typical two year plan for the major and indicate courses that will be offered online and in the classroom. Indicate which courses will be always available via distance education and which will only be available some semesters (such as only during the summer). What is the typical enrollment in distance education sections? See example on the following page.
- (c) **Advising of Students:** Describe how students whose major is completely or substantially online will be advised and how they will be integrated into departmental activities and programs. How will aspects such as professionalism be addressed for these students?
- (d) **Outcomes Assessment.** Describe how online courses are addressed in your major's outcomes assessment plan. Identify how student learning outcomes data for the online sections will be collected. How are program student learning outcomes addressed in distance education courses comparable to the traditional method of delivery? Also, describe how data will be used to improve the individual courses, the overall program goals, and graduation rates of students.
- (e) **Statement of Compliance:** The proposal should comply with the relevant distance education article in the Collective Bargaining Agreement and the University-wide Undergraduate Curriculum Handbook.

4. **Impact of Program**

Provide information relative to the program in each of the following areas:

- (a) **Demand**—Address demand for distance education technologies to show that demand exists and how the program's marketability will be enhanced in a regional or national market.
- (b) **Impact on existing major**--How has the change to distance education course offerings affected the existing major at IUP (enrollment, reputation, etc.)? What effect will the change to a greater reliance on distance education have on resource allocation and resource sufficiency within the department and within the college? Will sections continue to be available for students who wish to take a course in the classroom?