Distance Education ONLINE Program Design Plan and Request Form

This form must be signed by the Director of Instructional Technology verifying that a Distance Education Program Design Plan has been filed with the Office of Instructional Technology. The form must be submitted to the University Curriculum Committee when requesting approval to offer 25% or more of the total credits of a new or existing degree program Online. The packet to be reviewed by the University Curriculum Committee must include this signed form and the documentation as outlined in the "Required Contents of a Draft for Substantive Change Prospectus" (See policy A-4 & A-70)

Degree and/or Program Title: _____

Total Hours: _____   Program Coordinator: _____

Number of current enrollments _____   Potential Total Enrollments _____

Target Audience: _____

Rationale: _____

What percentage of this program are you requesting to offer in distance education format?

25-49%   Implementation Date: _____ (at least 9 months after today)*

Over 50%   Implementation Date: _____ (at least 9 months after today)*

---

* See Timeline for Substantive Change Proposals

<u>Discussion Topics:</u>   <u>Notes:</u>

__University Curriculum Committee _____

__Course Design Process   _____

__Intellectual Property   _____

__Faculty Compensation   _____

__Course Updates and Continuity _____

__Faculty Additions/Replacement _____

__Distance Education Fee   _____

__Out-of-State Tuition   _____

__Competition   _____

__Marketing   _____

This plan has been filed with the Office of Instructional Technology.

_____	_____	_____	_____
OIT Signature	Date	Department Chair	Date
_____	_____	_____	_____
Dean	Date	College Curriculum Chair	Date

Degree and/or Program Title: _____

New Course*	Existing Course	Course Prefix and Title	Target	Plan	Done	Primary Instructor/Designer	COI

Is this a new course proposed for the program or an existing course moving to online delivery?

REQUIRED CONTENTS OF A
DRAFT FOR A SUBSTANTIVE CHANGE PROSPECTUS

Please consult policy A-4 & A-70 when developing your prospectus. This document must conform to THECB and SACS guidelines and meet the required timeline for program approval.

1. ABSTRACT (limit to one page or less)
Describe the proposed change; list the street address, if the change involves the initiation of an off-campus site; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program (single cohort or ongoing); and instructional delivery methods.

2. BACKGROUND INFORMATION
Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL
Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

4. DESCRIPTION OF THE CHANGE
Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered.

5. FACULTY
Provide a complete roster (using the Faculty Roster form at www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member's academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research.

6. LIBRARY AND LEARNING RESOURCES

Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. For doctoral programs, document discipline-specific refereed journals and primary source materials.

7. PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

8. FINANCIAL SUPPORT

Provide a business plan that includes the following: (a) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus); (b) projected revenues and expenditures and cash flow; (c) the amount of resources going to institutions or organizations for contractual or support services; and (d) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

9. EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

10. APPENDICES

Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc.