

DISTANCE EDUCATION – PROPOSAL  
FOR  
COURSE & PROGRAM DEVELOPMENT AND DELIVERY

**PURPOSE:**

This proposal is intended to provide a mechanism within Continuing Education and Outreach for the centralized support and payment for Distance Education course and program development and delivery. The purpose of this administrative structure is to ensure high quality program and course design and delivery, financial accountability, and student services in all distance learning opportunities that use technology to serve students. If adopted, this mechanism will accrue the following significant advantages.

- Monitoring and assurance that the SACS Best Practices for Electronically Offered Degree and Certificate Programs are met.
- Monitoring and assurance that all courses comply with mandatory ADA requirements (Section 508).
- Centralized student support and assistance to facilitate interactions between students and the ECU “systems.”
- Coordinated and standardized means for faculty compensation.
- Consistent mechanism for high-quality course/program development; faculty support structure.
- Facilitated responses to CPE strategic plan for distance education in Kentucky.
- Efficient means of responding to changes in course management software, legal mandates, etc.

**STRUCTURE:**

Continuing Education and Outreach will serve as a single University-wide administrative unit providing oversight, support, and coordination for the development and delivery of academic programs and courses, approved by an ECU academic unit, using the name of Eastern Kentucky University, that use technology as the primary delivery method to serve students. In this context, programs and courses may include credit and non-credit certificate programs, undergraduate and graduate degree programs, and individual courses, non-credit workshops, seminars, and other formal and informal learning opportunities and related services. Audiences for these programs and courses consist of individuals and groups of learners studying at home or at worksites regionally, nationally, and internationally, as well as part-time and full-time students who participate in Distance Education programs through the facilities at other ECU locations and extended campuses. This proposal is not intended to apply to the intra-campus use of technology to enhance on-campus, face-to-face courses. However, Continuing Education and Outreach will provide consultation and access to its services and faculty development programs to support this activity as much as possible, if requested.

Continuing Education and Outreach will be identified as the unit responsible for coordinating the academic approval process for courses and programs to be developed for distance delivery. Academic units wishing to offer undergraduate and graduate degree

programs via distance modalities will seek academic approval to offer these programs through normal approval channels, then submit requests to CE&O. The criteria used to evaluate requests for development of courses and programs for delivery through CE&O may include the following.

- Academic strength of the program as certified by the sponsoring department/college.
- Readiness of the faculty to commit to course development and delivery.
- Appropriateness of the program for delivery through available technologies.
- Evidence of the existence of an identifiable, reachable market that can sustain costs over the proposed life of the program/project.
- The ability of the program/project to achieve and support students at a scale of operation needed to recover full costs and anticipated net income.

Academic units are responsible for assigning faculty, for academic quality, for certifying degrees, and other academic responsibilities. As appropriate, CE&O will provide support services such as marketing and promotion, facilitating with appropriate providers for faculty development, coordinating instructional design and technology support, providing mechanisms for registration, records, and related student support, and will ensure that courses and programs offered in the name of EKU through distance education comply with appropriate policies, procedures, and standards of best practice.

#### COMPENSATION OF FACULTY:

CE&O will provide payment to faculty for participation in appropriate faculty development/training activities such as a special "Teaching On-line Seminar. (Proposed rate of compensation is \$500, to be paid at completion of the seminar, which will be attended at least two semesters prior to the launch of the course/program.) Faculty members will then be assisted through a professional development series covering technology and pedagogy and assisted through development by an instructional designer. Typically this development stage will consist of an entire semester of module development, followed by a pilot/launch initial semester of each course. Compensation for this phase will include standard part-time/adjunct compensation for the delivery of the course plus an additional \$2,000 for the semester of development. This additional stipend will be paid only after review and approval by the academic department, the appropriate College Dean, and the Dean of CE&O. After the pilot phase of course development/delivery, faculty will be compensated at the standard adjunct faculty rate either directly to the faculty member (in the case of overload) or to the department (when taught as part of load). The expected "life" of each course is three-to-five years, during which faculty are expected to continually update the course during delivery semesters. After three-to-five years, faculty may request (through the academic department and college) stipends for either minor or major course revision to be paid by CE&O. (Minor revisions may include updating a module or two; major revisions would include more than sixty percent of the course content.) Compensation for these revisions will range from \$500 to \$1750, depending upon the amount of revision needed. Faculty will be paid after completion of revisions, when approved by the academic department, college, and CE&O.

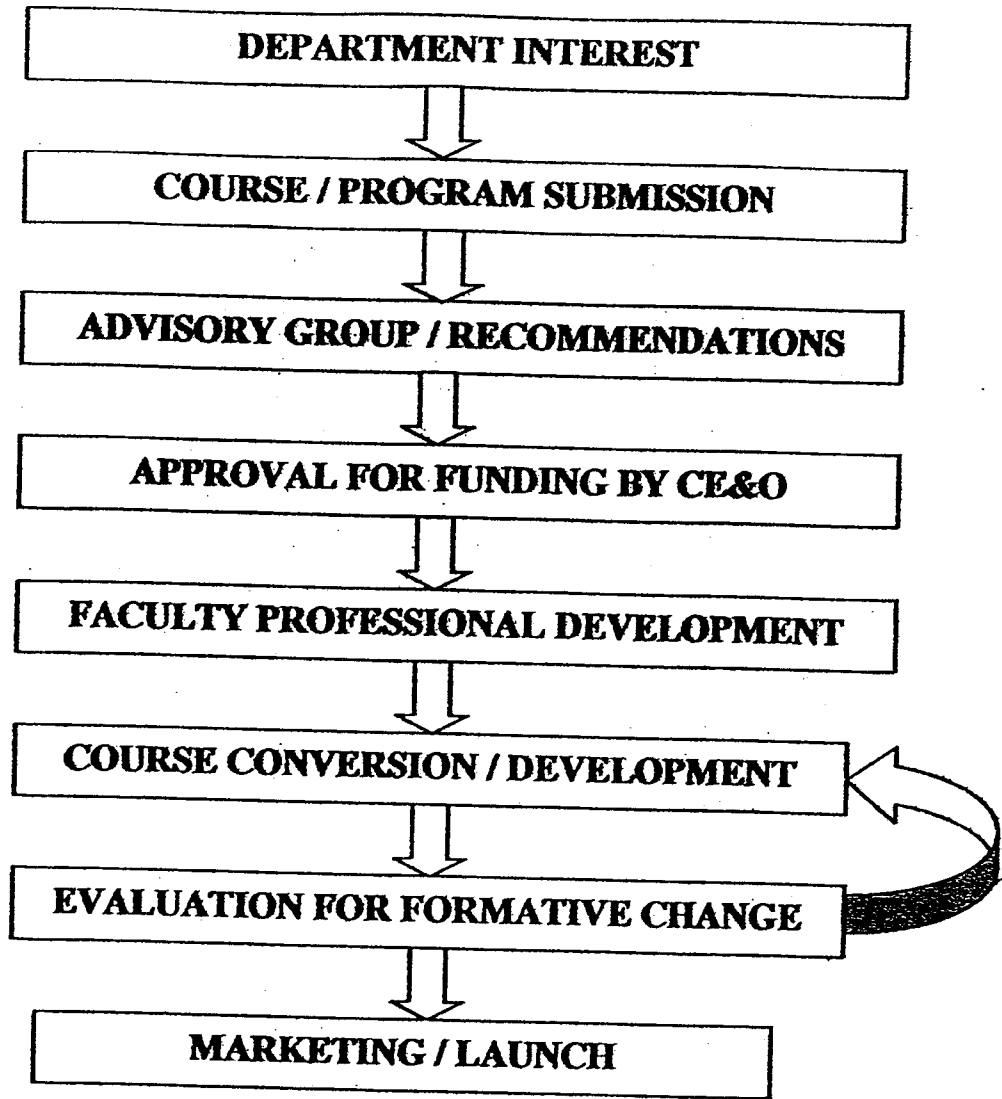
## FACULTY MODEL FOR ECONOMY OF SCALE:

Once a faculty member has developed a particular course, including the pilot/launch delivery, this faculty may become a master/lead faculty for the course (faculty of record). Associate/Adjunct faculty may then be hired at the adjunct rate to teach/facilitate additional sections of the course with each section not to exceed 25 students enrolled. Each master/lead faculty may provide oversight for up to 10 sections of the course. Associate/Adjunct faculty will be compensated at the standard adjunct rate. Master/lead faculty will be compensated at a rate of \$500 per section coordinated. The responsibilities of the master/lead faculty would include:

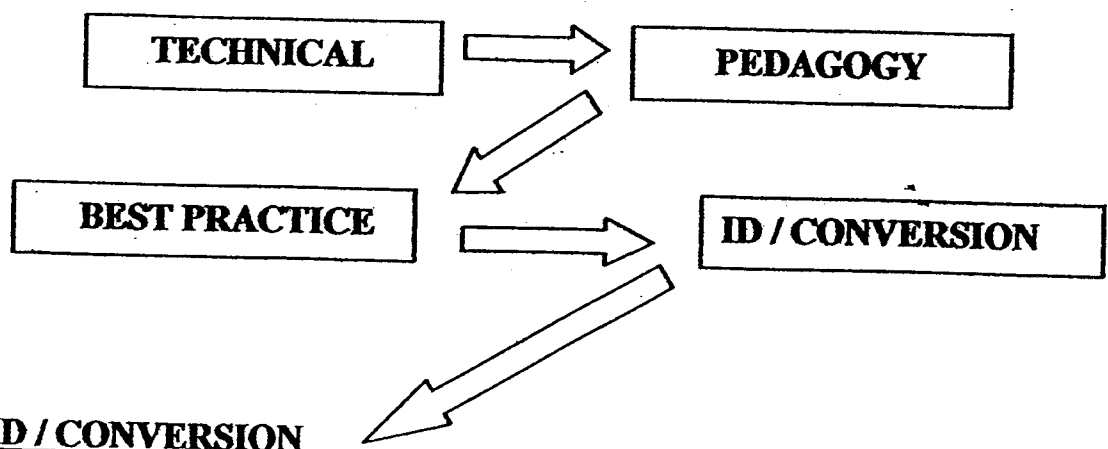
- Providing academic leadership in the course, including providing advice on course enrollments, credit transfer, and curriculum planning.
- Being responsible for course implementation on each occasion it is offered to students, including being the first line of support for answering queries about the course from prospective students and Associate Faculty.
- Acting as operational line manager for Associate Faculty for all course academic matters.
- Being responsible for monitoring the performance of Associate Faculty in grading assignments and for mentoring new Associate Faculty as needed.
- Being responsible for preparing assignments, examinations, marking guides, syllabi, website updates, course materials, and other course revisions in accordance with the approved schedule.
- Assigning final grades to students in conjunction with Associate Faculty.
- Reviewing and revising, as needed, the course on a regular basis based on institutional performance and academic performance.

The responsibilities of the associate/adjunct faculty would include:

- Knowing and understanding the content, materials, and learning outcomes for the course.
- Acting as first point-of-contact for up to 25 learners per section.
- Initiating contact with each student within the first week of the course to introduce the course, inform students of the services they can expect, and establish the ground rules for communication.
- Assisting students with all aspects of their study, referring to the Lead Faculty as necessary, and helping them to become effective learners.
- Initiating electronic interaction (and other contact, as appropriate) with each student and encouraging, stimulating, and monitoring student progress.
- Grading and commenting on assignments.
- Leading discussion in general electronic discussions as required by the course.
- Maintaining appropriate student records (for example, assignment grades) as required and abiding by the administrative and academic regulations of EKU.
- Participating in required training and developmental activities.
- Reporting on the presentation of the course to the Lead Faculty through the course evaluation procedures and participating in any course/program debriefing at the end of semesters.



**PROFESSIONAL DEVELOPMENT**



**ID / CONVERSION  
TIES IN WITH PD.**

## **Distance Education Proposal for Course & Program Development and Delivery Definitions, Terms, and Notes**

### **Southern Association of Colleges and Schools (SACS) – Distance Education**

Distance education is defined, for purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.

CPE definition of Distance Learning: Any for-credit instruction where delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, video tape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the Web. The instructor may be physically separated from the student or may meet with students intermittently throughout the term. A distance learning course is reported as either on or off campus based on where the majority of the students enrolled in the course are located

### **Council on Postsecondary Education e-Learning Strategic Plan for Distance Education:**

A vision for distance education methodologies and technologies in meeting institutional and system goals will be presented in draft report to the Distance Learning Advisory Council (University Presidents and state agency representatives) in April 2004. To realize this e-Learning vision (or strategic framework), workgroups involving University and other public representatives, will define distance education policies, programming, support services, and infrastructure needs to realize the vision of DLAC. Workgroups will define the issues, the questions, along with consortium opportunities for DLAC review. Finally, the DLAC membership, structure, and relationships required, realizing the e-Learning vision of DLAC will be defined in this report.

### **Other Notes:**

Development – Adjunct Rate for Ph.D. -- \$2,450.00  
Adjunct Rate for Master's -- \$2,000.00

Class Size for Online Learning – Undergraduate: 20-25 students  
Graduate: 15 students

Requirements for ITV Instruction: pedagogical adaptation for video-conferencing technology; establish Blackboard site; visual materials production; presentation skills; classroom organization and procedures; use of equipment; production of lesson plan; assessment and evaluation. Training held at CE&O/Media Resources.

## The Kentucky eLearning Strategic Framework

This is the framework within which Kentucky constructs its eLearning policy. Programs, support services and infrastructure. The eLearning workgroups looked at the issues and questions associated with eLearning policies, programs, support services, and infrastructure. What arose from this effort initially were the broad range of activities, barriers, and opportunities that confront, and continue to demand the attention of, distance education practitioners and advocates in Kentucky. These issues are cataloged in the Strategic Framework.

### Description of the eLearning Workgroups

The task of the eLearning workgroups was to define the distance education policies, programming, support services, and infrastructure that are required to realize the eLearning vision of DLAC.

The primary role of the policy workgroup was to provide discussion and feedback to the eLearning Steering Team on issues of policy as it relates to statewide collaborations that need to be resolved, and prioritize those issues including: tuition rates and the costs of distance education, transfer, collaborative models that reduce duplication and competition, define the appropriate relationship between KYVU, postsecondary, and other distance learning providers in meeting state needs.

The primary role of the programs workgroup was to assess and determine appropriate distance education programming, including: identify gaps in access to programs needed to address Kentucky's workforce needs; identify providers best positioned to provide needed programs Identify and promote new models for program delivery that demonstrate how to use technology to practically and dramatically increase the capacity and scalability of program offerings to meet state needs and address enrollment increases in difficult economic times, including areas of shortage.

The primary role of the support services workgroup was to identify and establish the support services for distance education students and faculty. In order to assure the success of distance education learners, the eLearning strategy will examine electronically delivered/supported student services including: faculty training and support, quality assurance, accessibility, test proctoring, statewide library support matrix (KYVL), admissions/Go Higher, advising/UCAN, tutoring, and market focused portals i.e. for teachers, adult learners, or state employees.

The primary role of the infrastructure workgroup was to review and describe the infrastructure Kentucky needs to support the eLearning vision. The eLearning strategy addressed: role of, and strategy for, common technologies e.g. CMS, joint purchasing, contracting opportunities, the Postsecondary Education Technical Advisory Committee (PETAC), shared hosting, and common administration of applications.

## Guiding Principles for eLearning

The workgroups have identified several principles that should guide the overall approach as we build an eLearning framework.

- Try to get people at the local level and get onboard and communicate – extending the network to the last mile. All those small mom-pop phone shops in eastern Kentucky provide an ideal for the benefit of the community around them. We need to try to get people at the local level and get on board and communicate – extending the network to the last mile.
- Conscious efforts to identify inter and intra institutional structures to facilitate informed information exchange
- We can't agree on everything – finding the common ground has to be the first step.
- The eLearning framework and policies should be guided by quality: quality instruction, quality administration, quality support services, quality infrastructure, and quality programs that would include validation and assessment of all aspects to confirm and continually grow quality eLearning.
- As the technology changes, target populations change and evolve, and delivering institutions and agencies grow, change, and collaborate, the eLearning framework policies should be flexible and adaptable to build a foundation that will last.
- Learning should be seamless and the policies in the eLearning framework should support seamlessness of education. This involves K-12, postsecondary, adult education, workforce development, and many others collaborating to create accessible and usable education for Kentuckians.
- Student privacy is a major public policy issue. There is concern on the part of students about what is being done with information that is shared between educational entities. On the other side, sharing student information provides greater seamlessness. Security issues and regulations that protect or violate privacy/security rights can cause barriers to seamless education. An example is checking against student loan defaults with KHEAA.
- Collaboration among all appropriate groups, within a framework of guidelines and policies developed by DLAC, is essential
- There should be a seamless transition for students as they move between programs and institution in their pursuit of learning
- Participation in the eLearning enterprise should be easy and uniform – use of standard forms (fill in once, use often), software platforms, etc.
- Group negotiation should be utilized for products and services in the eLearning enterprise
- Students and faculty should receive good, timely and relevant information from all those who manage the eLearning enterprise
- Learning is a lifelong need and must link learners, providers and support in and a coherent system