WILEY. GO FORTH *inspired.*

ADMINISTRATIVE POLICY - #03-10-03 (2018)
DISTANCE EDUCATION AND ONLINE LEARNING POLICY

Policy Title: Distance Education and Online Learning Policy

Policy Type: Administrative

Policy Number: ADM Policy #03-10-03 (2018)

Approval Date: 08/28/2018

Responsible Office: Office of the Provost and Vice President for Academic Affairs

Responsible Executive: Provost and Vice President for Academic Affairs

Applies to: College Community

POLICY STATEMENT

Distance Education/Online Learning Policy

The Office of the Provost provides support to the distance and online education program offerings at Wiley College. This includes providing policies, standards, guidance, and support for the instructional development and delivery of instruction using learning management systems, learning tools, video, and web conferencing systems. Each online degree program is supported through their respective Division. The College's academic review of distance and/or correspondence education programs is comparable to campus-based programs, including assessments of student learning outcomes, student retention, and student satisfaction. It is up to each academic department to ensure that all online faculty are certified through the institution's certification process. The Office of the Provost assists the academic units in maintaining and providing quality course offerings in alignment with nationally recognized online course quality standards.

The offering of distance and correspondence education programs and courses will be in alignment with the College's mission; and the Core Requirements, Comprehensive Standards, and Federal Requirements delineated in the Southern Association of Colleges and Schools Commission on Colleges **Principles of Accreditation**: **Foundations for Quality Enhancement** will apply to all academic programs, regardless of delivery modality. All distance and correspondence education programs and courses at Wiley College will adhere to the College's published academic policies and procedures, unless otherwise specified, and the Southern Association of Colleges and Schools Commission on Colleges **Best Practices for Electronically Offered Degree and Certificate Programs**. The College will ensure all distance and correspondence education programs will have appropriate support services and resources.

TABLE OF CONTENTS   **PAGE NUMBER**

DEFINITIONS

Word/Term:

Blended/Hybrid course: A course that combines two modes of instruction; online and face-to-face, and is a formal education process in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace.

Correspondence education: A formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. The interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced. (SACSCOC Distance and Correspondence Education Policy Statement, Edited: January 2018).

Distance education: A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two- way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, telepresence, or wireless communications devices; audio conferencing; or video D cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

(SACSCOC Distance and Correspondence Education Policy Statement, Edited: January 2018).
Online course: Any course offered fully over the Internet and is a formal education process in which a student learns entirely through online delivery of content and instruction. Web- or technology-enhanced course: A traditional course offered with some content elements less than delivered over the Internet and is a formal education process in which a student learns through

traditional classroom delivery of content and instruction. Use of technology typically does not reduce the time traditionally spent in the face-to-face class.

Web/video conference course: Any course that is offered at a scheduled, predetermined time (synchronously) with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform. Using the underlying concepts in the Principles of Accreditation, the College will use the following guideline statements in implementing and reporting on distance and correspondence education programs.

Curriculum and Instruction: The academic content and requirements for distance and correspondence education programs and courses will be equivalent to the academic content and requirement for campus-based programs and courses. Analogous instructional activities and assignments conducted in campus-based courses and programs will be utilized in distance education programs and courses. The academic unit will be responsible for maintaining the same high standards for all courses, regardless of the delivery method; for ensuring the instruction is comparable in quality and content; and for regularly assessing the content and methods by which the courses are delivered.

Distance and correspondence education courses will be delivered by reliable methods, and the College will provide technical, academic, clerical, and instructional design support services to faculty and students as appropriate. Decisions to offer courses or programs through distance education will reflect student needs and availability of resources. If a degree program is designed to be offered entirely by distance and/or correspondence, the enrolled student must be able to satisfy all requirements of that degree program.

Faculty: As with campus-based programs and courses, faculty assigned to develop, design, and teach distance and/or correspondence education courses will be equally qualified; and the criteria for the evaluation of faculty teaching education distance and/or correspondence education courses will be similar. The academic unit will be responsible for ensuring faculty are qualified to teach distance and/or correspondence education courses.

Prior to being assigned to teach a distance and/or correspondence education course, the academic unit will verify the faculty member's eligibility. Faculty teaching distance and/or correspondence education courses will be required to demonstrate proficiency in computer usage; online content development, delivery and management; pedagogical uses of specific instructional technologies; online course readiness and design; understanding strategies for developing online student engagement and faculty-to-learner, learner-to-learner, and learner-to-content interaction; and the requirements for incorporating accessibility technologies in an alternative delivery format prior to a teaching a distance and/or correspondence education course.

Proficiency to teach distance and/or correspondence education will be demonstrated by a faculty member's successful completion of the Office of the Provost Faculty Online Certification Program or a test-out option. Faculty members who are able to document the completion of an online teaching certification program from another regionally accredited College/college or national agency/organization or have extensive experience teaching online may be certified to teach after successfully completing or testing out of the Faculty Online Certification Program capstone module.

Policies for faculty evaluation should include appropriate recognition of teaching, service, and scholarly or creative activities related to distance and/or correspondence education programs or courses.

Institutional Effectiveness: The College's academic review of distance and/or correspondence education programs will be comparable to campus-based programs, including assessments of student learning outcomes, student retention, and student satisfaction. The Office of the Provost will assist the academic unit in the implementation of an evaluation process for exemplary course design using a rubric based on national standards, best practices, and instructional design principles.

Library and Learning Resources: Equivalent library and learning resources will be available to students enrolled in distance and/or correspondence programs and courses. As with campus-based programs and courses, the requirements of the various academic programs will determine the requisite library and learning resources. Elements of library support and learning resources available to students will include, but not limited to, electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, network access, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, cooperative development of databases, and other strategies that emphasize access to resources.

Student Services: Students enrolled in distance education and/or correspondence education courses will have adequate access to the range of appropriate academic and student support services. These include admission, orientation, course registration services, academic advising, complaint resolution, textbook acquisition, financial aid, career development, and other special program accommodations, as applicable. Additionally, personal information will be protected. The College protects the privacy of all students, including distance education students, through the strict adherence to the rules of the Family Educational Rights and Privacy Act of 1974 (FERPA).

An array of techniques will be used to protect distance and/or correspondence education students' privacy and identity. These include secure login and password, proctored examinations (supervised face-to-face, electronic, and/or online services), and authentic assessments. For all proctored examinations, students must present an official, current College picture ID prior to taking the examination. Students are responsible for all associated costs incurred for arranging and scheduling of proctored examinations that are not administered by an official College faculty member or designee for the distance education or correspondence education course.

Any new technique, technology, and best practice designed to protect students' privacy and verify identification must be reviewed and approved by the Office of the Provost prior to implementation. Facilities and Finances: Appropriate technical expertise and technological infrastructure will be available to meet the needs of students enrolled in distance and/or correspondence education programs and courses.

Facilities and Finances: Appropriate technical expertise and technological infrastructure will be available to meet the needs of students enrolled in distance and/or correspondence education

programs and courses.

CONTACT(S)

The Office of the Provost officially interprets this policy. The Office of the Provost is responsible for obtaining approval for any revisions as required by the Executive Cabinet for ADM Policy #03-10-03 (2018). Questions regarding this policy should be directed to the Provost/Vice President for Academic Affairs.

STAKEHOLDER(S)

There are no forms associated with this policy and procedures.

TITLE: POLICY CONTENTS PUBLICATION

This policy shall be widely published and distributed to the University community to ensure publication and distribution thereof; the Responsible Office will make every effort to:

• Communicate the policy in writing, electronic or otherwise, to the University community within 14 days of approval;
• Submit the policy for inclusion in the online Policy Library within 14 days of approval;
• Post the policy on the appropriate audiences on the policy's content; as necessary
• Educated and train all stakeholders and appropriate audiences on the policy's content as necessary.

Failure to meet the publication requirements does not invalidate this policy.

REVIEW SCHEDULE

List the following:

- Next Scheduled Review: 08/28/2023

- Approval by, date: Executive Cabinet, 08/28/2018

- Revision History: MM/DD/YYYY

- Supersedes:

RELATED DOCUMENTS

1. SACSCOC Principles of Accreditation
2. SACSCOC Distance and Correspondence Education
3. SACSCOC Best Practices for Electronically Offered Degree and Certificate Programs
4. SACSCOC Guidelines for Address Distance and Correspondence Education: A Guide for Evaluators Charged with Reviewing Distance and Correspondence Education

FORMS
There are no forms associated with this policy and procedures.