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| A program delivered online is required to deliver all synchronous or asynchronous course instruction exclusively via distance learning. Requirements for students to come to campus for orientations, assessments, clinicals, etc. do not exclude a program from being online, but online programs should strive to provide these activities online or make accommodations went possible. All academic support services (e.g. advising) must be provided remotely to all enrolled students. *Once approved and similar to policies related to residential programs, units must continue to offer the program and courses (fully online) as approved until the fully online modality is closed via the University process to suspend or close admissions to the modality and a teach-out plan has been approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).* Programs cannot receive final approval to be offered fully online until courses have been approved for distance learning delivery and will be offered 100% online.After the program is approved for online delivery, various administrative policies may apply, including the possibility of differential tuition rates. For guidance on these complex issues, contact your college’s administration. |
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| 1. GENERAL INFORMATION |
| 1a | College: |  | 1b | Department: |  |
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| 1c | Program or Certificate Name (e.g. Journalism or Biology): |  |
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| 1d | Program Type (e.g. Undergraduate/Graduate Certificate, Minor, or Degree Designation (BA, MS, EdD, etc.) |  |
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| 1e | CIP Code: |  | 1f | Accrediting Agency (if applicable): |  |
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| 1g | Requested Effective Date\*: | [ ]  | Fall semester following approval, or |
| [ ]  | Specific semester (provide semester and year). |  |
| *\* While approval cannot be accelerated, program faculty may opt to delay the effective date if needed.* |
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| 1h | Contact Person: |  | 1i | Email: |  |
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| 2. DELIVERY MODE |
| 2a | Describe the rationale for requesting fully online delivery of the program.  |
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| 2b | Which part of the program structure will be offered fully online? | [ ]  | Entire minor, certificate, or degree |
| [ ]  | Only specific track(s), concentration(s), or specialization(s)  |
|  | If only offering a specific track, concentration, or specialization within a certificate or degree fully online, list below the names of those being offered fully online. |
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| 2c | Will the program you are requesting to offer online still be offered face-to-face? | No existing residential program | [ ]  | Yes [ ]  | No [ ]  |
|  | If no, continued compliance with SACSCOC's accreditation standards requires that allprogram suspensions and closures, including suspension of a modality, must be reported and have a teach-out plan approved by the Senate. Program faculty must submit a teach-out immediately after voting to suspend admissions. To initiate this process, request approval through the ***Program Suspensions and Closure form.*** |
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| 2d | Have all courses been approved for distance learning delivery? For undergraduate degrees, include considerations related to college requirements, UK Core requirements, and the Graduation Composition and Communication requirement (GCCR). | Yes [ ]  | No [ ]  |
|  | If “No,” which courses will be/have been submitted in Curriculog for distance learning approval? |
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| 2e | All major core required courses must be delivered 100% via distance learning for a program to be delivered fully online. Regarding guided or free elective courses, will fully online students have access to the same guided and free elective courses as face-to-face students?  | No existing residential program | [ ]  | Yes [ ]  | No [ ]  |
|  | If “No,” describe how the electives delivered 100% via distance learning will provide a comparable learning experience. (More detailed information will be required in the separate upload “Distance Learning Workbook.”) |
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| 2f | Will 100% distance learning courses be offered as frequently as existing face-to-face courses? | No existing residential program | [ ]   | Yes [ ]  | No [ ]  |
|  | If “No,” explicitly describe which 100% distance learning courses will be available less frequently and provide a rationale explaining how the differences in curriculum will not affect time-to-degree completion. |
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| 2g | Most programs include courses that are offered by another educational unit. For DL courses, in addition to the requirement to provide documentation of permission to borrow a course from another unit, there must also be written confirmation that the unit will continue to offer the course(s) via distance learning instruction for 100% of required interactions. Have notices of permission to borrow a course been uploaded into Curriculog as part of this request for fully online delivery? | Yes [ ]  | No [ ]  |
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| 3. RESOURCES |
| 3a | Program infrastructure may include centrally supported services and technology such as the Learning Management System, video conferencing tools, state authorization and licensure support, instructional design support, faculty development, student support services, etc. Will your program include additional services and technology?  | Yes [ ]  | No [ ]  |
|  | If “Yes,” describe any additional program infrastructure that will be provided to support distance delivery methods and ensure that the Dean's letter of feasibility reflects this support. |
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| 3b | Describe the unit’s plan to ensure instructors are trained to address requirements for regular and substantive interaction, content accessibility, and best practices for course development and delivery in the online program. Include plans for new DL instructors as well as training updates for existing DL instructors. |
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| 3c | Technical support for instructors and students in 100% distance learning courses includes ITS Customer Service, Canvas Support, Zoom Support, and Distance Learning Library Services (DLLS). Are there additional types of technical support that students and instructors will need? If “Yes,” who will provide that additional technical support and how? | Yes [ ]  | No [ ]  |
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| 3d | In general, programs offered fully online use the same program-level assessment plan that is already recorded by OSPIE for the existing program. Will the fully online program be assessed with the same assessment plan as the existing residential program? | No existing residential program | [ ]   | Yes [ ]  | No [ ]  |
|  |  If “No,” upload the assessment plan for this program in Curriculog and describe the comparability. |
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| 3e | SACSCOC expects that a sufficient number of regular full-time faculty will be assigned to a program: 1) to ensure its ongoing program viability; and 2) ensure that learning experiences for fully online students are comparable to those of students in a residential program. Describe the number and types of instructors teaching courses in the fully online program. *The Dean's letter of administrative feasibility for offering the program fully online must (at a minimum) address these two aspects.* |
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| 3f | The role of faculty in a program is not restricted to formal course delivery. Describe processes in place in the program to ensure students in fully online programs have the same informal yet structured access to faculty as residential students, such as advising, mentoring, research opportunities, and virtual meet-and-greets. |
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| 3g | SACSCOC Standard 10.6 requires, at the time of registration or enrollment, that distance learning programs notify students in writing of costs associated with verification of student identity such as exam proctoring fees and background checks. Describe how the program will ensure this standard is met. |
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| 4. MISCELLANEOUS |
| 4a | Is there anything else to explain about this proposal? |
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