



The University of Georgia

University Council
Athens, Georgia 30602

August 18, 2017

UNIVERSITY CURRICULUM COMMITTEE – 2017-2018

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Graduate Student Representative – TBA

Dear Colleagues:

The attached proposal to revise Academic Affairs Policy Statement No. 21, Distance Education, will be an agenda item for the August 25, 2017, Full University Curriculum Committee meeting.

Sincerely,

Alison F. Alexander, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

Academic Affairs Policy Statement No. 21

Distance Education

1. References

- a. Academic and Student Affairs Handbook, Board of Regents, University System of Georgia, Policy 2.3.7.2, Distance Learning Approval Procedures
- b. Board of Regents Policy Manual, Board of Regents, University System of Georgia, Policy 3.3.3, Instruction Offered Externally
- c. Southern Association of Colleges and Schools Commission on Colleges, Principles of Accreditation 2012 Edition, Federal Requirements 4.8.1-3
- d. Southern Association of Colleges and Schools Commission on Colleges, Policy Statement on Distance and Correspondence Education, July, 2014
- e. Bylaws of the University Council of the University of Georgia, 2005
- f. University of Georgia Academic Affairs Policy 2.01-13, Course Syllabus Policy
- g. University of Georgia E-Suffix Policy, University Curriculum Committee

2. Background

The University of Georgia first developed formal policies for distance education in 2001, which were further codified through the curriculum approval process in 2010. The current policy updates the 2010 policy based on evolving distance education practice at the University, the creation of the Office of Online Learning, and revised requirements of the University System of Georgia (USG) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The current policy also integrates previously separate policies related to distance education into one comprehensive policy.

3. Purpose

This comprehensive policy ensures that courses and programs delivered through distance education are equivalent in content, level, rigor, and overall educational quality to courses and programs taught in regular classroom instruction. This policy also ensures that courses and programs delivered through distance education meet requirements of the USG and SACSCOC.

4. Definition

In keeping with Board of Regents and SACSCOC definitions, distance education is a formal educational process in which the majority of instruction occurs when students and instructor are not in the same place and instruction is delivered using technology. It may be synchronous or asynchronous. The definition of distance education does not include noncredit-bearing courses.

5. Responsibilities

a. Instructional Units

1. The academic instructional units and faculty are responsible for deciding whether to offer courses or programs through distance education, which courses or programs to offer, and what method of delivery to pursue.

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2. The substantive content of the courses or programs, as well as the assignment of qualified instructors for those courses or programs, is the responsibility of the academic instructional unit, which has primary responsibility for maintaining the quality and integrity of all instruction in its area regardless of the course format or method of delivery.
3. The instructional unit is responsible for assigning instructors for distance education courses and programs who meet the same qualifications as instructors who provide regular classroom instruction.

b. Identity Verification

1. Faculty assigned as instructors for distance education courses are responsible for ensuring that each student who registers in the course is the same student who participates in, is assessed for attainment of student learning outcomes, and receives credit for the course. This identity verification can be accomplished by using the University-provided learning management system with secure log-in and password, or by using graded tests and assignments that are administered face-to-face, or by using UGA email. Another system may be used under the following circumstances: it must be accessed through the University-provided learning management system or provide for verification of student identity by secure UGA log-in and password. Third-party verification services, emerging technologies and practices shown to be effective in verifying student identity, and pedagogical practices such as video-based assignments that establish student identity may be used to verify student identity for testing and exams.
2. If students will incur any additional fees related to identity verification, the instructor is responsible for providing that information to the course sectioning officer for entry into the Athena systems so that students will be informed of those fees when they register.

c. Central Administration

The central administration is responsible for providing instructors access to an online learning management system that can be used for all distance education courses and supports student verification by secure log-in and password. The Office of the Vice President for Instruction, through the Office of Online Learning and the Center for Teaching and Learning, has central responsibility for supporting distance education and promoting best practices.

6. Procedures

- a.** A course or program may not be offered through distance education unless it has been approved through the University's curriculum approval process.

b. Courses

A course in which the majority of instruction is delivered through distance technology is considered to be a distance education course. At UGA, courses in which more than 95% of the instruction is delivered through distance technology require an E-suffix in order to notify students that these courses may be taken from non-campus locations (Appendix A). When offering a distance education course, units must provide additional information in the syllabus as outlined in the distance education individual course syllabus (Appendix B).

c. Programs

A program in which more than 50% of the courses are delivered through distance education is considered an External Degree in keeping with Board of Regents policies, which require notification of all External Degrees. The program must be approved through the University's program approval process. The proposal for an External Degree should be consistent with the University mission and follow the format provided in Appendix C.

7. Approval Process

Approvals for courses and programs to be offered through distance education will follow the established course and program approval processes. Course proposals will use the CAPA approval process. External Degree proposals will be submitted by deans of respective schools or colleges or directors of institutes directly to the Office of the Senior Vice President for Academic Affairs and Provost. Graduate program proposals must first be reviewed by the dean of the Graduate School who will then forward them to the Office of the Senior Vice President for Academic Affairs and Provost. Proposals will be reviewed by the University Curriculum Committee and subsequently forwarded with a recommendation to the University Council for consideration. University Council recommendations on proposals are forwarded to the Office of the Senior Vice President for Academic Affairs and Provost who will transmit the same to the President of the University for consideration. The President will transmit notification to the Board of Regents. A proposal for a program that will be offered through distance education should follow the format provided in Appendix C.

8. Guidelines for Distance Education

a. Courses and programs offered through distance education must comply with SACSCOC policies and principles regarding distance education. In addition, courses or programs must meet the following requirements to be considered appropriate for distance education:

1. All distance education, as defined in this policy, should be offered in conjunction with a UGA degree or certificate program.
2. Distance education offerings may be provided only by existing academic units (instructional units, schools, or colleges). No new instructional unit, school, or college will be created for the purpose of offering distance education courses or degrees.
3. Distance education courses and programs are subject to the same standards, policies, and procedures as all UGA courses and programs, including the protection of privacy for students in compliance with the expectations of the Family Educational Rights and Privacy Act and the accessibility standards in the Americans with Disabilities Act.
4. Accreditation standards should be viewed as establishing minimum requirements but not necessarily as high as the standards the University wants to achieve with its distance education offerings.
5. The syllabus for a distance education course should include the additional information listed in Appendix B.

b. The following factors listed below should be taken into account when deciding whether or not a course or program is appropriate for distance education. This is a balancing process that in some cases will point in favor of distance education, while in other cases it will not.

1. Important reasons to offer distance education include, but may not be limited to, the following examples:

a. An improved or enhanced learning experience for our currently enrolled students.

b. The ability to reach students the University otherwise would not be able to reach, permitting the University to extend degree programs or course work to qualified students who desire a UGA experience but who otherwise would not be able to access one.

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- c.** An improved learning environment for faculty, who may welcome the opportunity to enhance their instructional or research programs.
 - d.** To assist the University in carrying out its mission of serving the entire state of Georgia, both in terms of our land grant status and our charter.
2. Important reasons to be cautious about distance education include, but may not be limited to, the following examples:
- a.** Dilution of resources.
 - b.** The time-intensive nature of many distance education offerings may interfere with faculty time for research and on-campus instruction, resulting in reduced productivity in assigned duties.
 - c.** Less faculty time for on-campus instruction and/or research activities may dilute the educational experience for on-campus students.

Approved by the University Council on April 27, 2010, and by President Michael F. Adams on May 13, 2010. Effective fall semester 2010.

Revised by the Curriculum Committee and approved by the University Council on _____.

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APPENDIX A

E-Suffix Policy approved by UCC on April 28, 2012

The E-suffix will be used for online learning (distance education) courses in which more than 95% is taught online.

When entering your E-suffix course in the CAPA system, click the button next to Online Learning Course as shown below.

CAPA Screen for Entering Course Information
Enter Information on Proposed Course

Prefix: e.g., CSCI(MATH)(STAT)	<input type="text"/>
Number: e.g., 2000, 4000/6000	<input type="text"/>
Check Any One (see examples below): No Lab: CSCI 2000 Non-Credit Lab: CSCI 2000-2000L Credit Lab: CSCI 2000L Non-Credit Disc. Group: CSCI 2000-2000D Online Learning Course: CSCI 2000E (more than 95% delivered through distance learning) Service-Learning Course: CSCI 2000S Writing Intensive Course: CSCI 2000W	<ul style="list-style-type: none"><input type="radio"/> No Lab<input type="radio"/> Non-Credit Lab (L)<input type="radio"/> Credit Lab (L)<input type="radio"/> Non-Credit Discussion Group (D)<input type="radio"/> Online Learning Course(E)<input type="radio"/> Service-Learning Course (S)<input type="radio"/> Writing Intensive Course (W)
Check Here If Honors Course: e.g., CSCI 2000H	<input type="checkbox"/>

APPENDIX B

Individual Course Syllabus

(Additional information required for distance education courses)

1. **Instructor Name**

2. **Instructor Accessibility**

(Instructor accessibility to students, such as office hours, office location, telephone number, and/or e-mail address.)

For distance education courses:

(Instructor accessibility to students: e-mail address, telephone number, when the instructor will be available online, how frequently the instructor will respond to e-mail from students.)

3. **Principal Course Assignments**

(Required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed and submitted.)

For distance education courses:

(Specify how assignments should be submitted and in what format. Outline how the course will function and what will be expected of the student.)

4. **Specific Course Requirements for Grading Purposes**

(Written and oral tests and reports, research papers, performances, or other similar requirements, participation requirements—if any.)

5. **Grading Policy**

(How the final grade will be determined with respect to weights or points assigned to various course requirements.)

6. **Attendance Policy/Participation Policy**

(If there are specific requirements for attendance, these should be stated; if attendance is to be weighted for the final grade, the syllabus should state what the weight or course points will be.)

For distance education courses, specify the participation policy for the course. State whether the course will be asynchronous or synchronous or a combination. If there are specific requirements for online participation, these should be stated; if online participation is to be weighted for the final grade, the syllabus should state what the weight or course points will be.

Indicate if the course will be primarily

- Asynchronous*
- Synchronous*
- Both asynchronous and synchronous*

7. **Required Course Material, Including Texts**

For distance education courses, also include:

Technology Requirements and Required Technical Competence

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8. **Exam Policy/ Policy for Make-up Examinations**

For distance education courses, specify how graded tests and assignments and exams will be administered and how the identity of the student will be verified for exam purposes.

9. **General Education Curriculum**

(Please provide information concerning how this course incorporates the general education learning outcomes.)

10. **Additional Course Information**

Appendix C

**Proposal for an External Degree
The University of Georgia**

Institution: _____ Date: _____

College/School/Division: _____

Department: _____

Degree (please indicate whether this is a stand-alone degree): _____

Major: _____

CIP Code: _____

Proposed Start Date: _____

The proposal for an External Degree must include a brief narrative that addresses the following points:

- 1. Assessment**
A needs assessment demonstrating a sufficient pool of qualified applicants.
- 2. Admission Requirements**
All requirements for admission to an External Academic Degree Program will be the same as those for the same degree at an authorized unit.
- 3. Program Content**
The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent at both (or all) locations.
- 4. Student Support Services**
Each proposal must describe how students will have access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an advisory committee, technology support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.
- 5. Resident Requirements**
Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.
- 6. Program Management**
Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

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7. Library and Laboratory Resources

The proposal must include a review of existing library and laboratory (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

8. Budget

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates—specified separately for authorized and cooperating units—concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

9. Program Costs Assessed to Students

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

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Academic Affairs Policy Statement No. 21

Distance Education

1. References

- a. Academic and Student Affairs Handbook, Board of Regents, University System of Georgia, Policy 2.3.7.2, Distance Learning Approval Procedures.
- b. Board of Regents Policy Manual, Board of Regents, University System of Georgia, Policy 3.3.3, Instruction Offered Externally.
- c. Southern Association of Colleges and Schools Commission on Colleges, Principles of Accreditation 2012 Edition, Federal Requirements 4.8.1-3.
- d. Southern Association of Colleges and Schools Commission on Colleges, Policy Statement on Distance and Correspondence Education, July, 2014.
- e. Bylaws of the University Council of the University of Georgia, 2005.
- f. University of Georgia Academic Affairs Policy 2.01-13, Course Syllabus Policy.
- g. University of Georgia E-Suffix Policy, University Curriculum Committee

2. Background

The University of Georgia first developed formal policies for distance education in 2001, which were further codified through the curriculum approval process in 2010. The following current policy updates ~~replaces that outlined in the November 16, 2001, memorandum from Senior Vice President for Academic Affairs and Provost Karen Holbrook entitled "Goals and Responsibilities in UGA Distance Learning"~~ the 2010 policy based on evolving distance education practice at the University, the creation of the Office of Online Learning, and revised requirements of the University System of Georgia (USG) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The current policy also integrates previously separate policies related to distance education into one comprehensive policy.

3. Purpose

This comprehensive policy ~~(1) advocates a case-by-case evaluation of distance education opportunities rather than an across-the-board approach in favor of distance education, (2) does not mandate any particular use of internal resources for format or delivery of distance education, and (3) provides for more coordination of distance education.~~ ensures that ~~Courses~~ courses and programs delivered in an ~~online or distance format~~ through distance education ~~must be~~ are equivalent in content, level, rigor, and overall educational quality to courses and programs taught in regular classroom instruction. This policy also ensures that courses and programs delivered through distance education meet requirements of the USG and SACSCOC.

4. Definition

~~Distance education, also known as online learning and other formats, is defined to include any credit-~~

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~~bearing course of which more than 95% is delivered through distance learning or any credit-bearing program of which more than 50% is delivered through distance learning. Distance learning is defined by the Board of Regents as instruction delivered through one or more forms of distance technology; and in which the instructor of record and the student(s) are separated by time and/or geographic location such as two-way video conferencing, online asynchronous or synchronous, web-based materials and resources, electronic-based discussion, video and/or audio streaming. In keeping with Board of Regents and SACSCOC definitions, distance education is a formal educational process in which the majority of instruction occurs when students and instructor are not in the same place and instruction is delivered using technology. It may be synchronous or asynchronous. The definition of distance education does not include noncredit-bearing courses, including continuing education courses under the auspices of the Vice President for Public Service and Outreach.~~

5. Responsibilities

a. Instructional Units

1. The academic instructional units and faculty ~~will retain control and authority over the initial decision of~~ are responsible for deciding whether to offer courses or programs through distance education, which courses or programs to offer, and what method of delivery to pursue.
2. The substantive content of the courses or programs, as well as the ~~staffing of~~ assignment of qualified instructors for those courses or programs, is the responsibility of the academic instructional unit, ~~who~~ which has primary responsibility for maintaining the quality and integrity of all instruction in its area regardless of the course format or method of delivery.
3. ~~The instructional unit is responsible for assigning faculty who provide~~ instructors for distance education courses and programs ~~must~~ who meet the same qualifications as ~~faculty~~ instructors who provide regular classroom instruction.

~~b. Instructors~~ b. Identity Verification

1. Faculty assigned as instructors for distance education courses are responsible for ensuring that each student who registers in the course is the same student who participates in, is assessed for attainment of student learning outcomes, and receives credit for the course. This identity verification can be accomplished by using the University-provided learning management system with secure log-in and password, or by using graded tests and assignments that are administered face-to-face, or by using UGA email. Another system may be used under the following circumstances: it must be accessed through the University-provided learning management system or provide for verification of student identity by secure UGA log-in and password. Third-party verification services, emerging technologies and practices shown to be effective in verifying student identity, and pedagogical practices such as video-based assignments that establish student identity may be used to verify student identity for testing and exams.
2. If students will incur any additional fees related to identity verification, the instructor is responsible for providing that information to the course sectioning officer for entry into the Athena system so that students will be informed of those fees when they register.

c. Central Administration

The central administration is responsible for providing instructors access to an online learning management system that can be used for all distance education courses and supports student verification by secure log-in and password. The Office of the Vice

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President for Instruction, through the Office of Online Learning and the Center for Teaching and Learning, has central responsibility for supporting distance education and promoting best practices. ~~Central responsibility for distance education curriculum will be placed in the office of the Vice President for Instruction. The Vice President for Instruction shall, in consultation with the Provost, appoint a Director of Distance Education whose duties will include, but may or may not be limited to, coordinate and facilitation of distance education curriculum. This individual will report directly to the Vice President for Instruction.~~

6. Procedures

a. A course or program may not be offered through distance education unless it has been approved through the University's curriculum approval process.

b. Courses

A course of in which more than 95% is the majority of instruction is delivered through distance technology will be is considered to be a distance education course. At UGA, courses in which more than 95% of the instruction is delivered through distance technology and will require an E-suffix in order to notify students that these courses may be taken from non-campus locations (Appendix A). ~~The course should be approved through the University's course approval process (CAPA) (Appendix A).~~ When offering a distance education course, units ~~should~~ must provide additional information in the syllabus as outlined in the distance education individual course syllabus (Appendix B).

c. Programs

A program in which more than 50% of the courses are delivered through distance education is considered an External Degree in keeping with Board of Regents policies, which require notification of all External Degrees. The program must be approved through the University's program approval process. ~~The Board of Regents require that a program must have approval as an External Degree if more than 50% of the courses included in the program are to be offered through distance education. Courses and/or degree programs offered online must adhere to the guidelines, criteria, and nomenclature contained in the document "External Instruction in the University System of Georgia: Policies and Procedures" as adopted by the Board of Regents on February 2, 2005, and as thereafter amended.~~

~~This document is maintained in the Academic Affairs Handbook.~~ The proposal for an External Degree should be consistent with the University mission and follow the format provided in Appendix C.

7. Approval Process

Approvals for courses and programs ~~courses require approval~~ to be offered through distance education ~~and will require an E suffix.~~ Approval will follow the established course and program approval processes. Course proposals will use the CAPA approval process. ~~Per Board of Regents policy, all programs offered through distance education require approval as an External Degree.~~ External Degree proposals will be submitted by deans of respective schools or colleges or directors of institutes directly to the Office of the Senior Vice President for Academic Affairs and Provost. Graduate program proposals must first be reviewed by the Dean of the Graduate School who will then forward them to the Office of the Senior Vice President for Academic Affairs and Provost. Proposals will be reviewed by the University Curriculum Committee and subsequently forwarded with a recommendation to the University Council for consideration. University Council

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recommendations on proposals are forwarded to the Office of the Senior Vice President for Academic Affairs and Provost who will transmit the same to the President of the University for consideration. The President will transmit **proposals notification** to the Board of Regents. ~~With his or her recommendation. Board of Regents approval is required for External Degree programs.~~ A proposal for a program that will be offered through distance education should follow the format provided in Appendix C.

8. Guidelines for Distance Education

a. Courses ~~or~~ **and** programs **offered through distance education should must** comply with ~~the Commission on Colleges of the Southern Association of College and Schools (SACS) statement on Distance Education~~ **SACSCOC policies and principles regarding distance education**. In addition, courses or programs must meet the following requirements to be considered appropriate for distance education:

1. All distance education, as defined in this policy, should be offered in conjunction with a UGA degree or certificate program.
2. Distance education offerings may be provided only by existing academic units (instructional units, schools, or colleges). No new instructional unit, school, or college will be created for the purpose of offering distance education courses or degrees.
3. **Distance education courses and programs are subject to the same standards, policies, and procedures as all UGA courses and programs, including the protection of privacy for students in compliance with the expectations of the Family Educational Rights and Privacy Act and the accessibility standards in American with Disabilities Act.**
4. Accreditation standards should be viewed as establishing minimum requirements but not necessarily as high as the standards the University wants to achieve with its distance education offerings.
5. The syllabus for a distance education course should include the additional information listed in Appendix B.

b. The following factors listed below should be taken into account when deciding whether or not a course or program is appropriate for distance education. This is a balancing process that in some cases will point in favor of distance education, while in other cases it will not.

1. Important reasons to offer distance education include, but may not be limited to, the following examples:
 - a. An improved or enhanced learning experience for our currently enrolled students.
 - b. The ability to reach students the University otherwise would not be able to reach, permitting the University to extend degree programs or course work to qualified students who desire a UGA experience but who otherwise would not be able to access one.
 - c. An improved learning environment for faculty, who may welcome the opportunity to enhance their instructional or research programs.
 - d. To assist the University in carrying out its mission of serving the entire state of Georgia, both in terms of our land grant status and our charter.
2. Important reasons to be cautious about distance education include, but may not be limited to, the following examples:
 - a. Dilution of resources.
 - b. The time-intensive nature of many distance education offerings may interfere with faculty time for research and on-campus instruction, resulting in reduced productivity in assigned duties.
 - c. Less faculty time for on-campus instruction and/or research activities may dilute the

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educational experience for on-campus students.

Approved by the University Council on April 27, 2010 and by President Michael F. Adams on May 13, 2010. Effective fall semester 2010.

Revised by the Curriculum Committee and Approved by the University Council on _____

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APPENDIX A

E-Suffix Policy approved by UCC on April 28, 2012

The E-suffix will be used for online learning (distance education) courses in which more than 95% is taught online.

When entering your E-suffix course in the CAPA system, click the button next to Online Learning Course as shown below.

CAPA Screen for Entering Course Information
Enter Information on Proposed Course

Prefix: e.g., CSCI(MATH)(STAT)	<input type="text"/>
Number: e.g., 2000, 4000/6000	<input type="text"/>
Check Any One (see examples below): No Lab: CSCI 2000 Non-Credit Lab: CSCI 2000-2000L Credit Lab: CSCI 2000L Non-Credit Disc. Group: CSCI 2000-2000D Online Learning Course: CSCI 2000E (more than 95% delivered through distance learning) Service-Learning Course: CSCI 2000S Writing Intensive Course: CSCI 2000W	<ul style="list-style-type: none"><input type="radio"/> No Lab<input type="radio"/> Non-Credit Lab (L)<input type="radio"/> Credit Lab (L)<input type="radio"/> Non-Credit Discussion Group (D)<input checked="" type="radio"/> Online Learning Course (E)<input type="radio"/> Service-Learning Course (S)<input type="radio"/> Writing Intensive Course (W)
Check Here If Honors Course: e.g., CSCI 2000H	<input type="checkbox"/>

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APPENDIX B

Individual Course Syllabus

(Additional information required for distance education courses)

1. **Instructor Name**

2. **Instructor Accessibility**

(Instructor accessibility to students, such as office hours, office location, telephone number, and/or e-mail address.)

For distance education courses:

(Instructor accessibility to students: e-mail address, telephone number, when the instructor will be available online, how frequently the instructor will respond to e-mail from students.)

3. **Principal Course Assignments**

(Required reading, papers, other activities, and the week of the course in which these assignments are expected to be completed and submitted.)

For distance education courses:

(Specify how assignments should be submitted and in what format. Outline how the course will function and what will be expected of the student.)

4. **Specific Course Requirements for Grading Purposes**

(Written and oral tests and reports, research papers, performances, or other similar requirements, participation requirements -- if any.)

5. **Grading Policy**

(How the final grade will be determined with respect to weights or points assigned to various course requirements.)

6. **Attendance Policy/Participation Policy**

(If there are specific requirements for attendance, these should be stated; if attendance is to be weighted for the final grade, the syllabus should state what the weight or course points will be.)

For distance education courses, specify the participation policy for the course. State whether the course will be asynchronous or synchronous or a combination. If there are specific requirements for online participation, these should be stated; if online participation is to be weighted for the final grade, the syllabus should state what the weight or course points will be.

Indicate if the course will be primarily

- *Asynchronous*
- *Synchronous*
- *Both asynchronous and synchronous*

7. **Required Course Material, Including Texts**

For distance education courses, also include:

Technology Requirements and Required Technical Competence

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8. **Exam Policy/ Policy for Make-up Examinations**

For distance education courses, specify how graded tests, assignments, and exams will be administered and how the identity of the student will be verified for exam purposes.

9. **General Education Curriculum**

(Please provide information concerning how this course incorporates the general education learning outcomes.)

10. **Additional Course Information**

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Appendix C

Proposal for an External Degree The University of Georgia

Institution: _____ Date: _____

College/School/Division: _____

Department: _____

Degree (please indicate whether this is a stand-alone degree): _____

Major: _____

CIP Code: _____

Proposed Start Date: _____

The proposal for an External Degree must include a brief narrative that addresses the following points:
~~and completion of the attached Addendum for Distance Education Delivery of New Programs.~~

1. Assessment

A needs assessment demonstrating a sufficient pool of qualified applicants.

2. Admission Requirements

All requirements for admission to an External Academic Degree Program will be the same as those for the same degree at an authorized unit.

3. Program Content

The basic curriculum of the program will be equivalent to the authorized unit's approved program. The criteria for electives or substitutions for specific requirements will be equivalent at both (or all) locations.

4. Student Advising Support Services

Each proposal must describe how ~~student~~ students will ~~must~~ have reasonable access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an ~~to an advisor or~~ advisory committee, technology support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.

5. Resident Requirements

Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.

6. Program Management

Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

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7. **Library and Laboratory Resources**

The proposal must include a review of existing library and laboratory (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

8. **Budget**

The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates -- specified separately for authorized and cooperating units -- concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

9. **Program Costs Assessed to Students**

Any costs beyond those normally associated with the program on campus must be spelled out and justified.

~~10. **Accreditation**~~

~~Appropriation accreditation procedures will be carried out by the authorized institution~~