

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

Michael T. Brown
Telephone: (510) 987-0711
Fax: (510) 763-0309
Email: Michael.Brown@ucop.edu

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

December 18, 2007

DIVISIONAL SENATE CHAIRS

Chair William "Bill" Drummond (B)
Chair Linda F. Bisson (D)
Chair Timothy "Tim" J. Bradley (I)
Chair Elizabeth Ligon Bjork (LA)
Chair Shawn Kantor (M)

Chair Thomas "Tom" Cogswell (R)
Chair James "Jim" W. Posakony (SD)
Chair David Gardner (SF)
Chair Joel Michaelsen (SB)
Chair Quentin Williams (SC)

Re: CCGA/UCEP/ITTP 'DIALECTIC' PAPER ON REMOTE/ONLINE INSTRUCTION

Dear Colleagues:

At the October Academic Council meeting, the Chairs of CCGA, UCEP, and ITTP were formally charged with the drafting of a paper on remote/online instruction, appropriately entitled [the] "Dialectic on the Use of Remote and Online Instruction for the Delivery of University Curriculum." The purpose of this paper is to encourage and advance the faculty discussion of "UC quality" in remote and online instruction; the memorandum also pulls in related questions of residency that should be discussed. These committees have completed drafting the paper and therefore I am sending it to you for comment.

There is much to be gained by a broad and free-form discussion of these issues. The Chairs of these committees felt strongly that, given the complexity of this issue and the variation of campus outlooks, it would be ill-advised to formulate those guidelines and policies with the limited information at hand. Therefore, the 'dialectic' is designed to foster a focused dialog that can inform the later development of both system-wide and campus-specific guidelines and regulations. This dialectic takes the form of a number of questions, along with additional background information, that these committees feel are key components of this issue.

Please forward this memorandum, and the enclosed supporting materials, to your divisional committees for review and comment. In order to move this issue forward in a timely manner, **please send your divisional comments to me by March 10, 2008.** If you have any questions about the review process, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Michael T. Brown".

Michael T. Brown, Chair
Academic Council

Copy: Academic Council
María Bertero-Barceló, Executive Director
Encl.: 1

Dialectic on the Use of Remote and Online Instruction for the Delivery of University Curriculum

The advance of information technology presents the University of California with an unprecedented opportunity to enrich its educational programs and broaden its impact on the state, nation, and world. A significant component of this, and one that lies squarely within the purview of the faculty of the University to create and oversee, is the delivery of curriculum through remote and online instruction. The purpose of this dialectic is to encourage and advance faculty discussion of “UC quality” within the context of remote and online instruction, and to grapple with the related questions of residency that are called forth by this discussion.

Remote and online delivery of instruction is already quite common within the University, particularly for programs whose faculty reside on more than one campus. Even within single campuses, there are now such on-line programs as [UCI’s Master of Advanced Study in Criminology, Law and Society](#), and [UCLA’s Master of Science in Engineering offered by the Henry Samueli School of Engineering and Applied Science](#). The latter’s entire course of instruction, including the capstone evaluation, is delivered via remote and online access. Additionally, several current initiatives, such as the Office of the President’s efforts to facilitate multi-campus course enrollment, promise to further increase the amount and degree of remote and online instruction at UC. However, there has been little formal discussion, and even less development of policy, relating to the use of remote and online instruction in the delivery of University curriculum. Few standards exist to guide developers of remote and online curriculum, or those Senate committees that review their proposals.

In 2005, the Coordinating Committee on Graduate Affairs committed itself to addressing this question in the context of graduate studies, culminating in a proposal to amend Senate regulation (SR) 694 and a proposal for a new SR 695. CCGA’s initial proposal for establishing system-wide regulations relating to remote and online instruction, as well as associated issues of residency, are presented in Appendix A. This original, unilateral proposal has since been withdrawn, however, and is no longer under review.

In view of the responses of the divisions and systemwide Senate committees to CCGA’s initial proposal, CCGA felt it best to widen the discussion to all levels of UC-sponsored instruction, and has formed a special subcommittee in collaboration with the systemwide University [Committee on Educational Policy](#) (UCEP) and the Committee on [Information Technology and Telecommunications Policy](#) (ITTP). Together, these committees of the system-wide Academic Senate have found the issues complex enough, and the variation of outlooks from campus to campus great enough, that they feel it best to circulate a memorandum (this “Dialectic”) that will foster a focused dialog that can inform the later development of both system-wide and campus-specific guidelines and regulations. There is consensus among these committees that it would be ill-advised to formulate those guidelines and policies with the limited information at hand.

Interwoven with the issue of standards for remote and online instruction is that of residency. For example, if a student residing overseas enrolls in an online class created by a faculty member at a UC campus, perhaps interacting daily through a dedicated chat room, does that course count towards satisfaction of the student's residency requirements? Is residency even a relevant concept for the University as it begins to fully embrace the potential of instructional technology? Is there a distinct difference between undergraduate and graduate education, or the different levels and types of graduate education, in this regard? Undoubtedly, bringing the issue of residency into a dialog about standards for remote and online instruction greatly deepens and complicates the discussion, but is it possible to discuss the former without understanding the latter? Appendix E provides a collection of current system-wide Senate regulation relating to residency requirements.

There is much to be gained by a broad and free-form discussion of these issues; UCEP, ITTP, and CCGA encourage the orchestration of such discussion on our campuses. On the other hand, it will be necessary for the system-wide Senate to coordinate this dialog and to glean points of overall consensus for incorporation within system-wide regulations and policy. Thus, in initiating this discussion, CCGA, ITTP, and UCEP are putting forth a set of specific points that they currently see as most germane to the discussion, and are asking the divisions to provide responses to these questions.

We encourage faculty to make use of several references that we found to be helpful in our own consideration of the issues. These include a set of practices, generated by the Western Association of Schools and Colleges, that are to be considered in the evaluation of programs that rely on remote and online instruction; BOARS guidelines regulating online classes taken for UC credit prior to matriculation; and a set of [guidelines developed in support of California's Intersegmental General Education Transfer Curriculum](#). These resources are included as appendices to this memorandum.

Also included is the original CCGA proposal, as well as former systemwide Senate Chair Oakley's synopsis of divisional and committee responses to that proposal. We reiterate, however, that this proposal for a modification of SR 694 and a new SR 695 are no longer being put forward by any group for inclusion within the body of Senate regulation. They are included merely to remind the Senate of the dialog that has taken place so far.

We look forward to the responses of the divisions as well as any systemwide committees that may wish to opine. We ask that those groups wishing to reply do so by Monday, March 10, 2008.

Jack Beatty, Vice Chair, ITTP
Lisa Naugle, Chair, ITTP
Bruce Schumm, Chair, CCGA
Keith Williams, Chair, UCEP

Considerations Relating to Remote and Online Instruction and Residency

Background Considerations

Divisional vs. System-Wide Regulation

The ten-campus UC system derives much strength from the diversity of its campus-specific approaches in the delivery of university-level instruction. Indeed, policy proposals “from the center” often encounter substantial resistance from the individual campuses, whose practices and processes represent a spectrum of approaches that can fall far to either side of the thrust of the proposed system-wide policy. A “one-size-fits-all” approach is often not the most optimal path. Yet there are certain universal tenets that belong in the system-wide body of regulations and policy. For example, with respect to on-line and remote instruction, one such tenet might be that electronically-delivered instruction be required to include opportunities for interactive contact between the instructor and students commensurate with the credit value of the course. In developing recommendations for policy relating to remote and online instruction and residency, UCEP, ITTP, and CCGA will be looking for guidance as to what should be addressed from the center, and what should instead be left to the divisions to work through, with the systemwide Senate acting as a resource and provocateur.

In addressing each of the issues raised below, we ask that the divisions weigh in on the appropriate content of system-wide regulation and guidelines, as opposed to the regulation and oversight that each division feels should more appropriately be relegated to their local Senates. Additionally, should the system-wide Senate require the development of divisional regulation and policy, and act to enforce that requirement?

Undergraduate vs. Graduate Curriculum

The nature of graduate education differs greatly from that of undergraduate education, with late-career doctoral students often acting as independent researchers. There is, however, a significant didactic component to graduate education that at times even overlaps the undergraduate curriculum. Within this spectrum, best practices for the delivery of the graduate curriculum may differ from those most appropriate for the delivery of the undergraduate curriculum.

In addressing the issues raised below, we ask that the divisions be open to the differences between undergraduate and graduate education, and, as called for, provide differentiated assessments of the appropriate mode and degree of regulation of remote and online instruction, and of the value of residency requirements.

Instructional Format

Non face-to-face instruction can take many forms. In its discussions, UCEP, CCGA, and ITTP have separated remote and online instruction into two broad categories: 1) real-time delivery to remote locations via video links or web conferencing (“real-time remote delivery”); and 2) instruction via archival materials that can be accessed on-line either locally at the campus of record or from remote locations (“archival delivery”). Although these two categories are not all-inclusive, the committees found it helpful to keep these categories in mind as they considered the broad array of delivery modes associated with remote and online instruction.

In addressing the issues raised below, we ask that the divisions be aware of the broad spectrum of delivery modes associated with remote and online instruction.

Specific Issues for Consideration

Interaction with Faculty

The concept of university instruction is predicated on the notion of transferring knowledge from accomplished theoreticians and practitioners to the most capable students, in the pursuit of a sophisticated level of intellectual development. In addition to the material itself, the overview, perspective, and contextual background offered by the experience of expert instructors can provide pedagogical value far beyond that packaged in static, written, or recorded materials. This effectiveness of this transfer of knowledge is maximized when there can be verbal and visual exchange between instructor and student, so that the instructor may better understand where the students’ impediments lie, as well as to enable the instructor to expand the domain of instruction in directions prompted by students’ spontaneous inquiry. On the other hand, access to faculty expertise can be maximized by remote or archival modes of delivery of instruction. It can also be argued that for large classes, the value of the “face-to-face” interaction between the instructor and students is so diluted that it is of little pedagogical value.

Question 1: Does the requirement that instruction be “of UC-quality” demand that there be opportunities for interaction between the students and the instructor of record and/or teaching assistants that is consistent with the credit value of the course? If so, does this interaction need to be face-to-face, or is on-line interaction sufficient? In the case of on-line interaction, does some or all of it need to take place in real time?

Fostering Peer Instruction

Education research suggests that there is great value in “peer instruction” – the ad-hoc, one-on-one instruction that takes place as students in a class or program meet with one another to puzzle through the content of a course. Indeed, one of the most compelling reasons to attend a top-ranked university is the opportunity to surround oneself with a selection of the very brightest students, offering opportunities for peer instruction and collaboration that can induce understanding and creativity far beyond that achievable by individual effort. On the other hand, some material may be better mastered, or may even be required to be mastered, through undistracted individual effort.

Question 2: Does the requirement that instruction be of “UC quality” imply that substantial opportunity should exist for interaction between students in a course or program? Should the format and duration of the interaction be regulated? Are there cases for which it would not be optimal to require that such opportunities are readily available?

The Assessment Process

Well-designed modes of assessment are integral to the process of learning, as well as to the tracking of learning outcomes. Providing a uniform environment for the assessment of learning, for which both students and instructors can be confident of the integrity of the process, is of great importance. In addition, it may be important that instructors be present during the assessment to answer students’ questions about the content and procedure of the assessment. On the other hand, assessment processes are almost uniformly individual and non-collaborative.

Question 3: Does the requirement of maintaining “UC quality” place any general restrictions on the nature of the assessment process that might impact the delivery of remote and online curriculum?

Access and Universality

While the cost of computers and internet access has decreased in recent years, economically disadvantaged students may not be able to afford the basic costs of technology, especially when added to the other costs associated with higher education. In addition, given the existence of the several widely-used computing platforms, offering an on-line course specific to a certain platform can add additional cost and make it more difficult to participate in the course. On the other hand, the availability of remote and on-line curriculum can greatly increase access to university instruction for groups for which residence is an impediment to participation.

Question 4: Does the increasing use of remote and online instruction raise questions about fair access? Has technology evolved to the point that platform-independence is a reasonable requirement for all but the most specific computer science courses?

Residency

In the traditional residential university, students come together to take a diversity of courses, with ample opportunity for peer instruction and the cross-fertilization of ideas. The proximity of students and faculty facilitates spontaneous discourse, which greatly enhances the value of the university experience. On the other hand, delivery of university curriculum in non-university settings greatly expands access to higher education, and can broaden the local, national, and international impact of a university and its programs. Additionally, some State needs in higher education may best be met through remote and online instruction.

Currently, residency is defined in system-wide Senate regulation (SR) SR 610 as being “validated by a program of courses or other exercises approved by the Faculty of a student's college or school”. SR 630 further defines restrictions related to residency by mandating that “35 (or 24 semester) of the final 45 (or 30 semester) units completed by each candidate for the Bachelor's degree must be earned in residence...”. Looking forward, residency might be perceived in two contexts: 1) programmatic – to insure that a specific portion of the academic credit be from courses under UC authority; or 2) geographical – that a specific amount of intellectual interaction occur within the physical campus environment through face-to-face interactions among instructors and students.

Question 5: Are there cases, such as the delivery of instruction at a non-UC location or from a campus other than that of the student receiving instruction, for which the delivery of a class by a UC-appointed instructor should not count towards residency? Are there certain courses or programs of instruction for which residency is not a relevant concept? Should the issue of residency be separated from the question of mode of delivery, and instead be restricted to the question of physical presence on campus and the facilitation of interaction among instructors and students? Or more generally, has the notion of residency simply become obsolete?

Summary

UCEP, CCGA and ITTP feel that these issues represent the major areas of uncertainty as the University attempts to establish policy relating to remote and online delivery of curriculum, and the attendant issue of residency. These committees request that each division and interested systemwide committee provide their considered perspectives on the points raised in this letter. These committees also invite additional, free-form discussion on appropriately related areas of concern.

Appendices

- A. November 2006 CCGA Proposed Amendments to Senate Regulations 694 and 695 and Summary of Academic Council Responses (March 2007)
- B. WASC Report, “Good Practices for Electronically Offered Degree and Certificate Programs”
- C. BOARS, “Criteria for Approval of Online Providers and Courses to Satisfy UC Subject (‘a-g’) Requirements
- D. Guidelines in support of California’s Intersegmental General Education Transfer Curriculum
(http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Regulations_DistanceEd.htm)
- E. Senate Regulations Related to UC Residency Requirements

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

John B. Oakley
Distinguished Professor of Law, U.C. Davis
Telephone: (510) 987-9303
Fax: (510) 763-0309
Email: John.Oakley@ucop.edu

Chair of the Assembly and the Academic Council
Faculty Representative to the Board of Regents
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

April 27, 2007

REEN WU
CCGA CHAIR

Re: Coordinating Committee on Graduate Affairs (CCGA) Proposed Amendments to Senate Regulation (SR) 694 and Proposed New Senate Regulation (SR) 695

Dear Reen,

At its March 28, 2007, meeting, the Academic Council reviewed comments resulting from the Senate's general review of the Coordinating Committee on Graduate Affairs (CCGA)'s proposed amendment to Senate Regulation 694 and Proposed New Senate Regulation 695. In all, four Standing Committees and nine Senate Divisions submitted comments on CCGA's proposal. General appreciation was expressed for CCGA's calling attention to the matter of how our regulations governing residency requirements and distance learning need to be revisited. In fact, a major concern highlighted in this review was the need better to define modes of instruction as well as areas of authority. Although the amendment to SR 694 found some support among reviewing bodies, a number of concerns were raised about lack of clarity and regulatory appropriateness in both the proposed amended SR 694 and the proposed new SR 695. In light of serious concerns expressed regarding both sets of changes to the regulations, either in terms of conception or language, the Academic Council does not endorse this initiative as written, and requests that CCGA reconsider its proposal in light comments received. I have summarized below some of the key concerns that were expressed.

Proposed Amendment to SR 694

General:

UCLA's Graduate Council pointed out that the revisions would counter current Senate bylaws and regulations, "which require that course format changes receive Graduate Council approval, specifically through the Curriculum Committee."

Berkeley recommends stating minimum threshold in terms of hours, not units to be consistent with the intent of monitoring contact hours.

Needed Clarification / Suggested Language Changes:

Additional language should be inserted to exempt EAP from being defined as “off-campus” (UCIE).
The degrees that are to be categorized as Professional Masters Degrees should be defined (B).
Clarification is needed on what would trigger CCGA review of a program (I).
The term “significant participation” needs to be defined (SF).

Proposed New SR 695

General:

Santa Cruz questioned the assumptions that on-line instruction was equivalent to live delivery, and felt that only live delivery on-campus should define “on-campus” instruction, and these categories need to be clearly distinguished to avoid the notion of “on-campus” becoming meaningless.

BOARS expressed concern that although the stated intent of the proposed regulation 695 to “regulate the residency requirements for students enrolled in on-line programs and courses,” contradicts language in the proposed new regulation, which suggests it would also regulate modes of delivery for courses that may be counted toward graduate degrees. This infringes, however, on the purview of campus Committees on Courses and Instruction (or their equivalent). Therefore, the limit of the intent of the new regulation needs to be made clear. BOARS suggests replacing the first three sentences of the opening paragraph with material that simply defines what is meant by an “electronically-delivered class” in subsections A and B, but also advises caution in codifying such definitions “when the underlying technology and practices are evolving quickly.” The Berkeley Division recommends that COCI review of changes in delivery format be clarified in the regulation.

Santa Barbara cautioned that the expectation that programs notify CCGA of their intent may be impractical and difficult to enforce. Berkeley and Davis pointed out that proposals should go through Graduate Councils to CCGA, according to current policy. (See UCLA’s comment above on proposed SR 694.)

Davis suggests adding, after language defining “on-campus instruction,” the statement “All other forms of electronic delivery of instruction will be considered off-campus” and clarifying that electronic delivery must include a range of audio-visual contact through a variety of media.

Riverside forwarded a suggestion from its Graduate Council that a trial period be conducted after which best practices may be identified.

Needed Clarification / Suggested Language Changes:

- A definition is needed of what would constitute “on-campus” instruction (R).
- In the first paragraph, strike either “individual” or “collective” since these ideas are implied by the term “student(s)” (SF).
- Instruction through “archival media” should be added as a fourth type of electronic delivery of instruction, and define how courses using archival media will count in defining whether program is considered on- or off-campus (B).
- An explanation is needed of the relationship of contact hours to unit credit (SB).
- In section A: “Why would the location of the instructor determine residency if the instructor is a Senate member, not on leave of absence, conducting a course approved by the campus Senate?” (SB).

- The term “a substantial fraction” (section B) is open to wide interpretation and should be defined and made clear whether days of the term or of the course are being referred to with subsequent language also revised accordingly (R, SB).
- The regulation should state specifically that instructors must be hired through normal campus processes (B).
- The final line of 695.B is unclear (R).

Broad Concerns (SR 694 and 695):

UCPB saw the proposal as premature, in that it assumes a role for distance learning in graduate education without that role having been properly clarified in Senate policy discussions. They advise the Senate to gain a better understanding of the long-term implications of such changes/additions to the regulations before enacting them.

Santa Cruz feels that the implications of the proposed changes are potentially much greater than a simple adjustment to bring Senate Regulations in line with extensive internet use in education. They found the amendments for both SR 694 and SR 695 to be “fraught with questionable assumptions and pitfalls,” and “unclear in their interrelations and designations of authority.”

The Berkeley COCI is concerned that online courses could devalue on-campus graduate degrees. They also note that SR695 “unintentionally undermines the intent of SR 694 A and B,” which is to ensure against correspondence courses.”

Please note that comments from the San Diego Division are enclosed along with all the other Senate responses, but arrived too late to be included in the above summary. I refer you to those individual responses for greater detail and guidance in any further version of these proposals that CCGA may wish to develop.

Sincerely,

John B. Oakley, Chair
Academic Council

Copy: Academic Council
María Bertero-Barceló, Senate Director

Enclosures 13

JOBOGP



BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)
Mark M. Rashid, Chair
mmrashid@ucdavis.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

February 15, 2007

**JOHN B. OAKLEY, CHAIR
ACADEMIC COUNCIL**

**Re: Coordinating Committee on Graduate Affairs (CCGA) Proposed Amendments
to Senate Regulation (SR) 694 and Proposed New Senate Regulation (SR) 695**

Dear Chair Oakley:

The Board of Admissions and Relations with Schools (BOARS) discussed the proposed revision of Senate Regulation (SR) 694 and the proposed new Senate Regulation (SR) 695 at its February 2, 2007, meeting. The discussion focused exclusively on SR 695; BOARS takes no position on the revision of SR 694.

BOARS appreciates the need to delineate the modes and extent of student-instructor contact expected in courses counted toward graduate degree residency requirements. The Board further agrees that the advent of innovative electronic means of effecting course delivery compels some additions and/or modifications to existing regulation. I note, in passing, that BOARS recently completed work on a comprehensive policy governing on-line delivery of high school courses that can be used for freshman admission credit to UC. Although the context is obviously quite distinct from that of SR 695, many of the fundamental issues are similar.

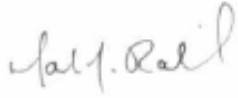
BOARS' main concern about the proposed SR 695 relates to a lack of clarity about what the regulation actually regulates. The Justification section of the proposal indicates that the intent is to "...regulate the residency requirements for students enrolled in on-line programs and courses." However, the first three sentences of the proposed regulation instead suggest a different intent – to regulate the acceptable modes of delivery for courses that may be counted toward graduate degrees. It is noted that this latter policy domain is within the purview of the divisional Committees on Courses and Instruction or their equivalent, as authorized by systemwide Senate Bylaw 312 (Authority of Divisions). It was only after careful reading and re-reading of the later paragraphs of the regulation, study of the Justification, and considerable discussion that the group was able to understand the actual intent of the regulation.

BOARS believes that the current wording of SR 695 is likely to be misinterpreted and to cause confusion. One way to avoid this might be to replace the first three sentences of the

opening paragraph with material that simply defines what is meant by an “electronically-delivered class” in subsections A and B. However, caution is warranted in codifying definitions in regulation when the underlying technology and practices are evolving quickly.

BOARS would be happy to support the proposed regulation if it is clarified along these lines.

Best wishes,

A handwritten signature in dark ink, appearing to read "Mark M. Rashid". The signature is fluid and cursive, with the first name "Mark" and last name "Rashid" clearly distinguishable.

Mark M. Rashid, Chair
BOARS

cc: BOARS
Maria Bertero-Barcelo, Executive Director, Academic Senate
Kimberly Peterson, BOARS Analyst

MMR/kp



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
RICHARD WEISS, CHAIR
weiss@chem.ucla.edu

The Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9467
Fax: (510) 763-0309

March 20, 2007

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

Re: CCGA's Proposed Amendments to Senate Regulation 694 and new SR 695

Dear John,

The University Committee on Educational Policy (UCEP) has reviewed CCGA's proposed amendments to Senate Regulations 694 and 695 governing residency requirements for graduate students.

Although the proposal at first glance does not appear to fall squarely in the purview of UCEP, we feel it does raise issues that could ultimately affect undergraduates. While the growing use of on-line educational delivery has proven to have immense value in higher education, it also carries with it the potential for abuse, and there was concern in our committee that precedents might be established in these regulations that could be extended to undergraduate education.

In short, we endorse the proposed amendments, but would also like to express our concern about the potential application to undergraduates and note that any movement to include undergraduates in a similar regulation would require extensive faculty deliberation.

Sincerely,

A handwritten signature in cursive script that reads "Richard L. Weiss".

Richard Weiss
Chair, UCEP

cc: UCEP members
Executive Director Bertero-Barceló



UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION (UCIE)
Anita Guerrini, Chair
guerrini@history.ucsb.edu

The Assembly of the
Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9467
Fax: (510) 763-0309

February 14, 2007

JOHN OAKLEY, CHAIR
ACADEMIC COUNCIL

RE: Proposed Amendments to Senate Regulations 694 and 695

Dear John,

At its February 8, 2007 meeting, UCIE deliberated on the proposed amendments to Senate regulations (SR) 694 and 695. Specifically regarding SR 694, members would like wording inserted that would exclude EAP as an “off-campus” site. This is important because EAP academic programs are already under the oversight of the Academic Senate through UCIE (and therefore should not fall under the purview of the local Graduate Council or the Coordinating Committee on Graduate Affairs). UCIE suggests the following revised wording for the second paragraph of the proposed SR 694:

“For the purpose of SR 694, the term “off-campus” shall not refer to **any EAP Study Center, liaison office, or other program site; or** any remote center or satellite campus that enjoys significant participation of faculty with membership in the Academic Senate (as defined by Standing Order 105.1 of the Regents of the University of California) and for which the main campus provides a significant and ongoing multi-departmental administrative role...”

If you have any questions, please let me know.

Respectfully submitted,

Anita Guerrini
Chair, UCIE

cc: UCIE
Executive Director Bertero-Barcelo
Brenda Foust, Committee Analyst
Michelle Ruskofsky, Committee Analyst



UNIVERSITY COMMITTEE ON PLANNING AND BUDGET
Christopher Newfield 2006-2007 Chair
cnewf@english.ucsb.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-0630
Fax: (510) 763-0309

February 20, 2007

JOHN OAKLEY
ACADEMIC COUNCIL CHAIR

Re: Proposed Amendment of Senate Regulation 694 and Proposed New Senate Regulation 695

Dear John,

At its February 13, 2007 meeting, UCPB discussed CCGA's proposal for amending Senate Regulation 694 and creating a new Senate Regulation 695. Although we appreciate CCGA's advice and insight on this matter, and realize that they have a better understanding of the larger picture than we do, the committee felt that the proposal is premature in that it assumes a role for distance learning in graduate education without that role having been properly clarified in Senate policy discussions. Before putting in place regulation changes such as these, which could open the door to relatively wide-spread use of distance education in graduate instruction, the Senate should carefully weigh the implications of -- and possible limits to -- the use of distance learning in graduate training. Therefore, UCPB does not endorse the proposal at this time, and is willing to work with CCGA towards a better understanding of the long-term implications of these regulations.

Sincerely,

Christopher Newfield
UCPB Chair

Copy: UCPB
Executive Director Bertero-Barceló



March 7, 2007

JOHN OAKLEY
Chair, Academic Senate

Subject: Proposed amendments to Senate Regulation 694 and proposed Senate Regulation 695

On February 26, 2007, the Divisional Council (DIVCO) of the Berkeley Division discussed the issue cited above, along with the comments of the Committee on Courses of Instruction (COCI), Graduate Council (GC), Committee on Rules and Elections (R&E), and Committee on University Extension. DIVCO declined to endorse the current proposal. There were numerous objections to the proposal. DIVCO agreed with GC that: "Both pieces of legislation are poorly written and difficult to understand." DIVCO emphasized that considerably more consultation is needed before any attempt to draft legislation is undertaken.

The divisional committees noted the following concerns:

- SR 694 does not define which degrees are to be categorized as professional Master's Degrees. For example, it is unclear if a Master's Degree in Mechanical Engineering is considered a professional Master's Degree or a Master's of Science degree under SR 694. R&E wonders if a definition of professional Master's Degrees should be added since SR 694 allows professional Master's Degrees to be offered completely off-campus, subject to Graduate Council approval, unlike Master's of Arts or Science Degrees.
- SR 694.F should state the minimum threshold in terms of contact hours, not units, because the intent is to monitor contact hours. This change should be done in consonance with SR 760, which states that one unit of credit represents "three hours' work per week per term on the part of a student."
- SR 694.F should state that a proposal to shift more than one-fourth of the unit value (or its equivalent in contact hours) of instruction in an approved Master's Degree program from on-campus to off-campus, should go to the divisional Graduate Council (GC) first. The GC would then transmit the proposal as expeditiously as possible to the CCGA. Such a statement would be in keeping with the last paragraph of SR 695. A phrase like "Subject to the provisions of SR 695" could be added to the beginning of SR 694.F
- The regulations should state that any courses that shift instruction from locally-attended classroom instruction to electronically-delivered instruction (SR 695), or

between on- and off-campus venues (SR 694), must be submitted to COCI (or the divisional course approval committee) for review. Berkeley courses offered electronically must be assigned instructional formats of Web-Based Lecture (WBL) or Web-Based Discussion (WBD) according to COCI's procedures.

- The proposed SR 695 defines three types of electronic delivery of graduate instruction but fails to specify whether the third type, "through archival media originated by University instructors that is accessed under the individual or collective discretion of the enrolled student(s)," is classified as on- or off-campus (in residence or not in residence). This type of instruction through "archival media" is precisely the type that the College of Engineering has tried to pursue by proposing graduate level Electrical Engineering and Computer Sciences courses through Extension, as XB courses (Berkeley equivalent for unit and grade-point credit). COCI did not approve those proposals and the committee's consensus was that this type of instruction was not equivalent to regular UCB graduate instruction.
- Online degrees could devalue on-campus degrees and COCI is concerned that the campus is moving toward offering online graduate degree programs. Online degree programs will also have an effect on campus admissions standards.
- The standards proposed should be defined as minimum standards. COCI's current standards for classifying courses as on- or off-campus (regular classroom or online) are more rigorous. Regulations should state that divisions may establish additional criteria exceeding the minimum, and implementing procedures that go beyond Systemwide minimums.
- SR 695 does not define how courses that rely upon archival media will count in defining whether a Master's Degree program is on or off campus. There is also no attempt to address academic residency and why electronic instruction is a suitable alternative to it. This is a fundamental issue that must be addressed.
- SR 695 unintentionally undermines the intent of 694 A and B, which attempts to ensure against correspondence courses.
- SR 695.A and B should state specifically that course instructors must be hired through normal campus processes. Otherwise, R&E fears that departments or programs could hire instructors who only teach online courses and do not otherwise meet campus standards for instructors.

Given these concerns, DIVCO urges CCGA to begin anew by surveying the individual campuses about their practices before drafting legislation.

Sincerely,

A handwritten signature in dark ink, appearing to read 'William Drummond', is centered below the word 'Sincerely,'.

William Drummond
Chair, Berkeley Division of the Academic Senate

Cc: Linda Rugg, Chair, Committee on Courses of Instruction
Ilan Adler, Chair, Graduate Council
Daniel Melia, Chair, Committee on Rules and Elections
Winfried Kudszus, Chair, Committee on University Extension
Linda Song, Associate Director staffing Graduate Council and Committee on Rules and Elections
Sumei Quiggle, Senate Analyst, Committee on Courses of Instruction and Committee on University Extension



OFFICE OF THE ACADEMIC SENATE
ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8502
TELEPHONE: (530) 752-2231

March 20, 2007

John Oakley, Chair

Assembly of the Academic Senate
Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

Re: Senate Regulation 694 and proposed 695

The reference proposal was forwarded to all of the standing committees of the Davis Division and the Faculty Executive Committees within the schools and colleges. We appreciate the CCGA's effort to clarify the issue of the involvement of University Extension in off-campus instruction and establishing the Senate oversight for programs that shift curriculum between on- and off- campus delivery. Moreover, the attempts by CCGA to clearly define on-campus (residency) and off-campus (not in residence) instruction through a new regulation, SR 695 is greatly appreciated. We support the intent. However, the policy language seems vague and is not easily understood without the accompanying justification. The Davis Division Graduate Council submitted the following specific feedback for consideration:

The new section "F" in SR 694:

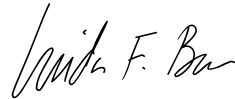
"Should a Master's program, previously approved by the Regents, propose to shift greater than one-fourth of the unit value of its instruction from an on-campus to an off-campus venue, or from an off-campus to an on-campus venue, the program shall notify the Coordinating Committee on Graduate Affairs of its intent to do so through proper channels after the local Graduate Council has approved the proposed changes. The Coordinating Committee on Graduate Affairs will consider the impact of the proposed change in the delivery of the program's instruction, and provide comments for the consideration of the program and the Regents."

We strongly believe that the local Graduate Council (GC) should be involved in this process. The local GC should forward the proposed changes to CCGA only after it is happy with such changes. This is the procedure currently followed for all proposals that go to CCGA and the language of section F is inconsistent with the current policy. Moreover, it will lead to undesirable consequences if local Graduate Councils are unaware of what is going on with Graduate programs on their own campuses.

SR 695:

Section A and B clearly define on-campus instruction. Although it is implicit, it may be worth making an explicit statement that "All other forms of electronic delivery of instruction will be considered off-campus." Moreover, it should be clarified that interactive forms of electronic delivery must include opportunity for audio-visual contact through a variety of media that include video conferencing, telephone, skype, and /or other appropriate means of interactive learning. In any case, it should not reduce to interaction through e-mail correspondence as the only means of communication between the students and the instructor.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda F. Bisson". The signature is fluid and cursive, with the first name "Linda" being the most prominent part.

Linda Bisson
Professor of Viticulture & Enology
Chair of the Davis Division
of the Academic Senate



Office of the Academic Senate
2300 Berkeley Place South
Irvine, CA 92697-1325
(949) 824-2215 FAX

March 12, 2007

John Oakley, Chair, Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

RE: Senate Regulations 694 and 695

The Irvine Division endorsed the proposed amendments to SR 694 and the proposed new SR 695, with the following comments and recommendations. The Regulations provide useful guidelines to ensure the quality of instruction and the procedures for presenting portions of a course using electronically-delivered instruction.

The general intent of changes to SR 694 is clear, i.e., that a large-scale shift of instruction in a previously approved Masters program from on-campus to off-campus (or the reverse) will trigger a review by the Coordinating Committee on Graduate Affairs. The wording and intent, however, are unclear. The standard cited is one-fourth of the unit value of instruction in the program. Does it require a one-time shift of one-fourth to trigger a review, or will a series of small shifts whose cumulative effect exceeds one-fourth also trigger a review? If the latter, from when? Or alternatively, over what period do such shifts accumulate?

A handwritten signature in dark ink, reading "Martha McCartney". The signature is fluid and cursive, with a large loop at the end of the last name.

Martha McCartney, Senate Chair



ACADEMIC SENATE EXECUTIVE OFFICE
LOS ANGELES DIVISION
3125 MURPHY HALL
LOS ANGELES, CA 90095-1408

PHONE: (310) 825-3851
FAX: (310) 206-5273

March 16, 2007

Professor John Oakley
Chair of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607

In RE: UCLA Response to Proposal for SR 694 and Proposed 695

Dear John:

Thank you for the opportunity to opine upon the Proposed SR 694 and 695. I sent the proposal to all standing committees of the Academic Senate with the invitation to opine, and specifically requested our Executive Board, Graduate Council (GC), and Committee on Continuing and Community Education (CCCE) to respond. I have attached the responses from GC and CCCE for your information; the Executive Board's response is integrated in this letter. To summarize, UCLA strongly opposes the proposed amendments to SR 694 and the proposed SR 695.

UCLA is sympathetic with the goals stated by the Coordinating Committee on Graduate Affairs (CCGA): Senate regulations regarding graduate residency should be reviewed due to changes brought about by new technology for the delivery of instruction and the development of new education partners (both domestically and internationally). Nevertheless, we have reservations about the language proposed. Please allow me to explain.

Regarding Proposed Amendment to Senate Regulation 694

- The GC opined that, with the exception of the proposed revision to the first sentence of the first paragraph of SR 694, the proposed revisions contradict current Senate bylaws and regulations, which require that course format changes receive Graduate Council approval, specifically through the Curriculum Committee. The proposed language of Paragraph F not only provides the means for circumventing existing curricular oversight by the Council, but it clearly establishes a precedent for bypassing divisional oversight altogether (i.e., "the program shall notify the Coordinating Committee on Graduate Affairs of its intent... regardless of whether the shift has been considered by the concerned Graduate Council(s)").

Regarding Proposed Senate Regulation 695

- The Graduate Council is sympathetic to the need to address changes in program delivery, especially with regard to the issue of faculty-student contact hours. Both the GC and CCCE found this proposal too convoluted to enact, principally due to a conflation of the meaning of 'residency' with 'physical presence.' The matter of physical location should be replaced by the current understanding of academic residency. That is to say, as long as the instruction is provided by UCLA faculty and as long as the course is approved as appropriate by the Academic Senate and given compliance with existing Senate Regulations and administrative procedures, residency has been established, regardless of the physical presence, location, or proximity to campus. The *Standards and Procedures for Graduate Study at UCLA* states "Students are required to complete at least three quarters of academic residence (registration and enrollment) in graduate status at the University of California, including at least two quarter at UCLA. A student is in academic residence after completing at least one course (four units) in graduate or upper-division work during a quarter." (pages 7&9). With this in mind, the GC strongly recommends a complete revision of proposed SR 695 so that it consistently reflects a notion of academic residency based on acceptance and enrollment of the student, not physical presence.
- CCCE states that the working premise of SR 695 seems to be that on-line modes of instruction pose a threat to the educational quality of the university by jeopardizing students' opportunities for interaction with faculty. It therefore imposes burdensome methods of evaluation and approval for online instruction in order to limit their potential damage. UCLA finds that the working assumption of the regulation is dubious at best, as the following examples make clear. The guiding heuristic: Physical Presence On-Campus + Face-to-Face Instruction = GOOD; Off-Campus + Electronically Delivered = BAD is inadequate for distinguishing between high and low quality education.
- CCCE, GC, and the Executive Board remark that the wording of the regulation suggests that totally anonymous instruction in a 900 person lecture hall, for example, should be considered unproblematic because it achieves the standard of "locally-attended classroom instruction" and "provides the opportunity for interactive contact." This is troublesome, given that the vast majority of students never speak directly with their professor, or that the professor never reads a word of their work (if writing is even required), so long as instruction is delivered "didactically" in "real-time."
- Contrary to this premise, CCCE and the Executive Board find that online instruction has already proven to be highly instrumental in many disciplines and units, while others find it less useful. Decisions about which modes of instruction are most educationally valuable should be left to the faculty in a particular field, subject to existing procedures for evaluating teaching and approving courses.

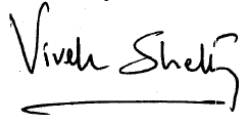
UCLA recommends, that, should further regulations be required, the following tenets be followed:

- Quality of education should be maintained by comparing the amount of learning accomplished by various modes of instruction, and picking the most effective. (Whereas this regulation effectively privileges some means and circumscribes others, without regard to subject matter or technological opportunities, and without regard to outcomes.)
- Modes of instruction at UC should be decided by various faculties, using expert knowledge of their fields. (Not promulgated through sweeping, vague, and convoluted Senate regulations whose meanings are difficult to determine).

UC already lags behind other universities in exploring and exploiting educational technology. SR 695 gives no quarter to the idea that experimentation and innovation should be encouraged at this early stage, without shackles from system level regulations. Quality control of the curriculum will be monitored through routine, Senate reviews of departments.

Thank you in advance for the opportunity to opine on this important matter.

Sincerely,

A handwritten signature in black ink that reads "Vivek Shetty". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Vivek Shetty
Chair
Los Angeles Division

Cc: Maria Bertero-Barcelo, Executive Director of the Systemwide Academic Senate
Jaime R. Balboa, UCLA Academic Senate CAO



CHAIR, ACADEMIC SENATE
RIVERSIDE DIVISION
UNIVERSITY COLLEGE BUILDING
ROOM 225
TEL: (951) 827-5530
FAX: (951) 827-5545
SENATE@UCR.EDU

THOMAS COGSWELL
PROFESSOR OF HISTORY
RIVERSIDE, CA 92521-0217
TEL: (951) 827-1997
E-MAIL: THOMAS.COGSWELL@UCR.EDU

March 5, 2007

John Oakley
Professor of Law
Chair, UC Systemwide Academic Senate
1111 Franklin St., 12th Floor
Oakland, CA 94607

RE: SYSTEM-WIDE REVIEW OF THE COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA) PROPOSED AMENDMENTS TO SENATE REGULATION (SR) 694 AND PROPOSED NEW SENATE REGULATION (SR) 695

Dear John,

Both the Committee on Rules and Jurisdiction [R&J] and the Graduate Council have reviewed these amendments, and both raised concerns. Let me to explain further.

While R&J approved the amendments, it was concerned that the definition of "on-campus" appears to preclude a faculty member from engaging in on-line instruction from home, even when the communications are routed through University servers. If this interpretation is correct, then faculty would have to come on campus to communicate with distant students in order for it to qualify as campus instruction. If this is not the intent of the regulation, the CCGA may wish to consider revision, possibly defining "on-campus" as any on-line instruction offered by a member of the Academic Senate on active status using University communications facilities, networks, and/or servers.

In contrast, the GC withheld its approval until it received further information on three points, two major and one minor. It too was troubled by the vague definition in Regulation 394 of what constituted "on-campus" instruction, fearing that this uncertainty might hinder the effective utilization of new pedagogical technologies. From there it was an easy jump into a thicket of vexed questions:

What is the essential pedagogical difference between a course delivered electronically from an office computer and one delivered from a home computer? What is a "substantial fraction of the days" of the term? Who will monitor faculty to see if they are on campus for a "substantial fraction" of the days?

On reflection, the GC wondered if a period of experimentation was not the best solution, after which "a regulation capturing best practice could be formulated." Furthermore, it was troubled with the language in Regulation 695 to the effect that "Instruction delivered electronically is classified as off-campus or on-campus according to SR 695"; this, the Council recommended, should be deleted. Finally the members were unhappy with the last line of 695.B, which they [sadly] found "unintelligible."

With all best wishes, I remain,

Yours faithfully,

A handwritten signature in black ink, appearing to read "Thomas Cogswell", is written over a horizontal line.

Thomas Cogswell,
Professor of History; and
Chair of the Riverside Division

February 15, 2007

TO: Thomas Cogswell, Chair, Academic Senate.

FR: R. Robert Russell, Chair, Graduate Council

Re: CCGA Proposed Amendment to Senate Regulations 694-695.

The Graduate Council has concerns about the proposed revisions. For reasons that will become apparent, I will address them recursively.

Regulation 695.

Residency requirements for graduate degrees have a long history at UC and other institutions and have performed an important and useful function for a long time. New technology provides opportunities for instruction that calls for a rethinking of the meaning of residency and what "off-campus" means. Residency could be redefined in many ways, and what qualifies as "on-campus" could be determined in a number of different ways. The justification for 695 provides no evidence of consideration of alternatives and no argument that this regulation will facilitate the effective utilization of new technologies. (What is the essential pedagogical difference between a course delivered electronically from an office computer and one delivered from a home computer? What is a "substantial fraction of the days" of the term? Who will monitor faculty to see if they are on campus for a "substantial fraction" of the days?)

An alternative approach to arm-chair reasoning about a new regulation might be to encourage a period of experimentation, waiving particular rules for innovative programs on a case-by-case basis as such programs or program changes are proposed. Perhaps, after such a period of experience with different models of instruction and different conceptions of residency, a regulation capturing best practice could be formulated.

Regulation 694.

This proposed revision serves a useful purpose in at least acknowledging the existence of satellite centers (such as the Palm Desert facility), but it provides (perhaps unavoidably) little guidance as to what constitutes "a significant and ongoing multi-departmental administrative role." Given our concerns about proposed Regulation 695, we think the presumption that it will be approved in the statement, "Instruction delivered electronically is classified as off-campus or on-campus according to SR 695," should be purged. In any event, the statement goes without saying if Regulation 695 is, in fact, approved.

Nitpicks.

The last line of 695.B is unintelligible.

The modifiers "electronically delivered" and "locally attended" need not be hyphenated: neither is a compound adjective (each is an adjective modified by an adverb).

February 13, 2007

TO: THOMAS COGSWELL, CHAIR
RIVERSIDE DIVISION

FR: J.W. CIOFFI, CHAIR
RULES & JURISDICTION

RE: SYSTEM-WIDE REVIEW OF THE COORDINATING COMMITTEE ON
GRADUATE AFFAIRS (CCGA) PROPOSED AMENDMENTS TO SENATE
REGULATION (SR) 694 AND PROPOSED NEW SENATE REGULATION (SR)
695

The Rules & Jurisdiction Committee has reviewed the proposed Senate Regulation SR 694 and 695. We have no objection to the proposal.

We do have a comment regarding the effect of the rules. It appears that the definition of "on-campus" appears to preclude the case where a faculty member engages in on-line instruction from home--even where the communications are routed through University servers. This results in a requirement that faculty come on campus to communicate with distant students in order to qualify as campus instruction. It is not clear that this is the intent of the regulation, but seems to be the effect. If this is not the intent of the regulation, the drafters may wish to consider revision. An alternative formulation would be to consider as "on-campus" any on-line instruction offered by a member of the Academic Senate on active status using University communications facilities, networks, and/or servers. If part of the intent in drafting is to discourage faculty from remaining off-campus, that should be stated in the justification.

Rules & Jurisdiction



OFFICE OF THE ACADEMIC SENATE

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0002
TELEPHONE: (858) 534-3640
FAX: (858) 534-4528

March 26, 2007

Professor John Oakley
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

Re: Systemwide Review of the CCGA Proposed Amendments to SR 694 and Proposed New SR 695

Dear John:

In response to your request of January 4, the San Diego Division received comment from cognizant committees and the Senate Council considered CCGA's Proposal to amend Senate Regulation 694 and its Proposal for new Regulation 695. Council members and Committee reviewers were strongly opposed to both Proposals.

The definitions of off-campus and on-campus instruction, as related to electronic instruction and graduate residency, were problematic and unclear. The proposed amendments to SR 694 attempt to define the term "off campus" by listing what "off campus" *is not*. This approach makes the proposed revisions obtuse; the text should clearly list what *is* considered "off campus" instruction.

Reviewers also strongly objected to the proposed text in SR 694.F. The proposed amendment directs Divisional graduate programs to submit proposals for changes in venue ("on-campus" to "off-campus") for a significant portion of the program's instruction directly to CCGA, without prior review or approval by the Divisional Graduate Council, thus bypassing Divisional approval mechanisms. Divisional Graduate Councils should remain, as they currently are, the first and primary reviewers for any proposal that changes a Divisional graduate program in any way.

The Committee on Educational Policy and Graduate Council on the San Diego campus are deeply concerned about the establishment of standards for electronic instruction and, therefore, have devoted a significant amount of time recently in attempting to determine exactly what such standards should be for this campus. The academic and technical standards recommended for the San Diego campus establish a higher threshold than those proposed by CCGA; indeed, certain modes of electronic instruction defined as appropriate by SR 695 were deemed unacceptable on the San Diego campus. I enclose a copy of the CEP/GC joint subcommittee report for your information.

Establishing standards for electronic instruction and distance learning is an important, complex, and separate task from defining academic residency. Standards for determining which criteria would make electronic instruction and distance learning approaches successful should not be conflated with defining academic residency.

Sincerely,

A handwritten signature in dark ink, appearing to read "Henry C. Powell", with a long horizontal flourish extending to the right.

Henry C. Powell, Chair
Academic Senate, San Diego Division

UCSD CEP Report on Distance Learning January 2, 2007

The UCSD CEP convened a sub-committee on Distance and Online Learning in late 2005. As of January 2007 the constitution was:

Robert Continetti, UCSD Grad Council 2005/2006
Bill Hodgkiss, UCSD Grad Council 2004/2005
Barbara Sawrey, UCSD CEP 2005/2006
Mary Woolridge, ex-officio CEP
Mary Allen, ex-officio Grad Council
Steven Constable, UCSD CEP 2005/2007, chair

It immediately became apparent that the magnitude of the assigned task was substantial, and the sub-committee focussed its activities on distance learning, partly because this appeared to be the more tractable problem, and partly because current activities on campus made this a pressing task. In addition to ordinary meetings, the sub-committee met on numerous occasions to evaluate equipment, facilities, and procedures employed in distance learning activities. The sub-committee considered that the key concepts distinguishing distance and online learning were (i) synchronicity and (ii) interactivity. Thus one might define distance learning as:

Distance learning: Classes taught in a conventional manner but with some, or all, of the students participating outside the principal classroom but connected to the instructor and classroom by a synchronous, two-way, video and audio link.

There are various reasons for the University of California to consider utilizing distance learning techniques:

- i) Offering specialized classes beyond the host campus. There are numerous subjects that are too specialized to justify being represented by a teaching program at every campus, such as some of the more esoteric spoken and written languages. By offering such classes system-wide, students are provided with an opportunity to take courses of interest to them without having to travel, and instructors are offered a larger pool of, hopefully, enthusiastic pupils.
- ii) Offering classes to satellite facilities. For various reasons, it is desirable for UC to have a presence at locations outside the California campus system, for example the UCDC program in Washington D.C. Students attending these facilities will clearly be better served by the UC system if they can take important classes while they are attending the off-campus location.

Modern technology presents a variety of options with which to present a distance learning activity, with widely varying effectiveness. The extremes go from mounting a low-quality microphone and web-cam to a portable computer, to using a state-of-the-art facility such as UCSD's CLICS facility. The ability of students to effectively participate in the classroom experience varies dramatically with the quality of the audio and video link. Ideally, students should be able to:

- a) See and hear both the instructor and the instruction materials (chalkboard or whiteboard, computer slides, experimental setups, etc.) with sufficient fidelity that no significant information is lost compared to that received by sitting in the same classroom.
- b) Be able to interrupt instruction in an appropriate and effective way in order to ask questions. Be able to hear questions (and answers!) asked by students in the host facility.
- c) Be able to participate, as appropriate, in classroom discussions.

It is clear that UC CEP should provide guidelines on minimum acceptable infrastructure in order to achieve these goals. However, this is complicated by the rapid changes that computer and communication technology undergo, exacerbated by the technical nature of the various communication standards. In this regard,

the sub-committee recommends that the Media Center provide annual guidelines to CEP on acceptable equipment standards for distance learning and examples of facilities at UCSD which conform to those standards. CEP (or an appropriate sub-committee) then should review and modify/endorse those standards for promulgation.

Because the choice of technology is so important to the quality of distance learning courses, this sub-committee also recommends that

course approval forms include a check-box to indicate if ANY part of a proposed course is going to be offered as a distance learning class, and also include an entry in which to specify what facilities will be used.

Thus, a course approved for a distance learning component will be approved only for the use of the nominated facilities. The sub-committee recognizes that this may present problems as technology changes, but if changes represent improvements, the originally approved instruction facilities should establish minimum acceptable standards for that course. It may be appropriate and helpful for the Media Center and CEP to generate a list of appropriate facilities (e.g. CLICS, CSE#1202, etc.).

While maintaining standards for the use of technology represents the biggest task in managing distance learning, there are other important issues:

- i) Exams should be held at the host and remote sites simultaneously, with an appropriate proctor provided at the remote site. The video and audio link should be maintained during the exam so that questions for the instructor can be accommodated.
- ii) Assignments should be marked and returned to students at the remote location on the same timescale as they are returned to students at the host location.
- iii) Instructors should make office hours available for remote students. At a minimum, prompt use of email should ensure that remote students are not at a disadvantage to local students for things such as discussion and questions.
- iv) Until distance learning technology becomes mainstream and reliable, CEP and Graduate Council should track and assess any courses approved for distance learning components.

Online learning: The use of computer and internet technology to deliver teaching material without a synchronous and interactive communication link with the instructor would constitute an online course.

While online only courses may be an appropriate mechanism for the mass distribution of some training materials, particularly workplace safety and behavior policy as mandated by legislation, the sub-committee considers that this format is inappropriate for University-level educational courses. The instructor receives no real-time feedback on student comprehension and understanding of the course material, and the student cannot request clarification or explanation at the time the course is being taken. While one may conceive of mechanisms to address these concerns to some degree, it is difficult to conceive of how CEP can provide oversight on implementation and quality control. The sub-committee thus recommends that CEP not provide approval for online only courses as a substitute for regular classes at this time. Of course, the sub-committee recognizes that inclusion of online components for courses which otherwise meet the usual standards of teacher/student interaction is common and not in itself necessarily a problem.

This report represents only an initial response to a complicated and rapidly changing subject. Not only does the technology evolve, but precedents and policies which can have direct bearing on CEP's oversight of distance and online learning are being made both at the UC Systemwide level and the local UCSD level. It is clear that CEP needs to continue to monitor this subject.

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

ACADEMIC SENATE



www.ucsf.edu/senate

Tamara Maimon, Director
500 Parnassus, MUE 230
San Francisco, California 94143-0764
(415)476-3808 Fax (415) 514-3844

Deborah Greenspan, DSc,BDS, Chair
David Gardner, MD, MS Vice Chair
Mary J. Malloy, MD, Secretary
Jean Olson, MD, Parliamentarian

March 19, 2007

John Oakley, JD
Professor and Chair
UC Academic Senate
1111 Franklin Street, Room 12308
Oakland, CA 94607-5200

Attn: Maria Bercero-Barcelo, Executive Director

Dear Chair Oakley,

I am in receipt of the attached communication from the Academic Senate Task Force Reviewing Proposed New and Revised Senate Regulations 694 and 695 Regarding Graduate Programs suggesting minor modifications to the draft document as requested. I enthusiastically support and concur with the recommendations of the Task Force and forward you these recommendations so that you may take them under consideration.

Please feel free to contact me should you have any questions or need additional information.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "David G. Gardner".

David G. Gardner, MD, MS
Vice Chair
San Francisco Division

enclosure - Communication from the Task Force Reviewing Proposed New and Revised Senate Regulations 694 and 695 Regarding Graduate Programs 03.08.07

cc: Task Force Reviewing Proposed New and Revised Senate Regulations 694 and 695 Regarding Graduate Programs 03.08.07



Communication from the Task Force Reviewing Proposed New and Revised Senate Regulations 694 and 695 Regarding Graduate Programs

Jeffrey Lansman, PhD, Chair

March 8, 2007

Deborah Greenspan, DSc, BDS
Chair, UCSF Academic Senate
Office of the Academic Senate, Box 0764

Dear Chair Greenspan,

The Task Force Reviewing the Proposed Amendments to Senate Regulations 694 and 695 consisted of one Member of the Graduate Council (Chair), one member from the Committee on Educational Policy, one member from the Committee on Courses of Instruction, and Members of the Faculty Councils of each of the four schools. The Task Force met on February 28, 2007 to review these Proposed Amendments and to suggest a possible response from the San Francisco Division. After review and discussion, the Task Force makes the following recommendations for a response from the San Francisco Division.

Regarding Proposed Changes to Senate Regulation 694

The Task Force supports the proposed modification to Senate Regulation 694. In addition, the Task Force reached a consensus that the term "[significant participation](#)" in regards to defining "off campus" needs to be clarified. The Task Force feels that "significant participation" is far too nebulous and can be interpreted in a myriad of different ways.

Regarding Proposed Changes to Senate Regulation 695.

The Task Force recommends that either "[individual](#)" or "[collective](#)" be stricken as both ideas are implied by "student(s)".

Lastly, the Task Force offers these suggestions for portions of the regulations that were not specifically under review: instead of "[afford distinct advantages to society](#)," the Task Force suggests "further educational objectives of a department or school and/or facilitate access to degree granting programs."

The Task Force hopes you find this review and these recommendations helpful in forming a response from the San Francisco Division.

Sincerely,

**The Task Force Reviewing Proposed New and Revised Senate Regulations 694 and 695
Regarding Graduate Programs**

Jeffrey Lansman, PhD, Chair of the Task Force, Graduate Council

William Bird, DDS, DPH, Committee on Education Policy

Chris Cullander, PhD, School of Pharmacy Faculty Council

Peter Loomer, DDS, PhD, School of Dentistry Faculty Council

Beth Phoenix, RN, PhD, CNS, School of Nursing Faculty Council

Patty Robertson, MD, School of Medicine Faculty Council

Christian Vaisse, MD, PhD, Courses of Instruction

Coordinating Committee of Graduate Affairs (CCGA)
Proposed Amendment to Senate Regulation 694

Present Wording

694.

A school, department, or group of departments which offers a program leading to a Master's degree under the jurisdiction of a Graduate Division, may, in cooperation with University Extension, provide at a center or centers other than a campus of the University, a program of graduate instruction designed to satisfy, in full or in part, the requirements for that degree. Such off-campus graduate instruction shall be authorized, on the recommendation of the school, department, or group of departments concerned, only if, in the judgment of the Graduate Council concerned, the proposed program will afford distinct advantages to society and will not be detrimental to the standards ordinarily required for the degree. Programs of off-campus graduate instruction and study are subject to the following provisions:

- A. Requirements for a professional Master's degree may be satisfied in full by off-campus graduate study unless the Graduate Council concerned determines that a substantial part of those requirements may be more effectively satisfied by resident study on a campus of the University.
- B. No more than one-half of the total unit and residence requirements for the degree of Master of Arts or Master of Science may be satisfied by off-campus graduate study.
- C. Each proposed program of off-campus graduate instruction must be approved by the Graduate Council of the Division concerned, and such approval shall be granted only if the Council shall have determined that the proposed course offerings, facilities, and staff are at least equivalent to those available on the campus of the University where the program leading to the degree is ordinarily offered.
- D. Each course to be included in an off-campus graduate program, and each instructor in such a course who is not a member of the department of the University in which the corresponding course is offered, must be approved by the Graduate Council of the Division concerned, and in accordance with the usual University procedures and with such special procedures as the Council may determine. The Council shall make an annual review of all programs of off-campus graduate instruction with respect to course offerings, facilities, and staff.
- E. No student may enroll in an off-campus graduate program who has not been admitted to a Graduate Division.

Proposed Wording

694.

A school, department, or group of departments ~~which that~~ offers a program leading to a Master's degree under the jurisdiction of a Graduate Division may, ~~in cooperation with University Extension,~~ provide at a center or centers other than a campus of the University, and optionally in cooperation with the University Extension, a program of graduate instruction designed to satisfy, in full or in part, the requirements for that degree. Such off-campus graduate instruction

shall be authorized, on the recommendation of the school, department, or group of departments concerned, only if, in the judgment of the Graduate Council concerned, the proposed program will afford **distinct advantages to society** and will not be detrimental to the standards ordinarily required for the degree.

For the purpose of SR 694, the term “off-campus” shall not refer to any remote center or satellite campus that enjoys significant participation of faculty with membership in the Academic Senate (as defined by Standing Order 105.1 of the Regents of the University of California) and for which the main campus provides a significant and ongoing multi-departmental administrative role. Instruction delivered electronically is classified as off-campus or on-campus according to SR 695.

Programs of off-campus graduate instruction and study are subject to the following provisions:

- A. Requirements for a professional Master's degree may be satisfied in full by off-campus graduate study unless the Graduate Council concerned determines that a substantial part of those requirements may be more effectively satisfied by resident study on a campus of the University.
- B. No more than one-half of the total unit and residence requirements for the degree of Master of Arts or Master of Science may be satisfied by off-campus graduate study.
- C. Each proposed program of off-campus graduate instruction must be approved by the Graduate Council of the Division concerned, and such approval shall be granted only if the Council shall have determined that the proposed course offerings, facilities, and staff are at least equivalent to those available on the campus of the University where the program leading to the degree is ordinarily offered.
- D. Each course to be included in an off-campus graduate program, and each instructor in such a course who is not a member of the department of the University in which the corresponding course is offered, must be approved by the Graduate Council of the Division concerned, and in accordance with the usual University procedures and with such special procedures as the Council may determine. The Council shall make an annual review of all programs of off-campus graduate instruction with respect to course offerings, facilities, and staff.
- E. No student may enroll in an off-campus graduate program who has not been admitted to a Graduate Division.
- F. **Should a Master's program, previously approved by the Regents, propose to shift greater than one-fourth of the unit value of its instruction from an on-campus to an off-campus venue, or from an off-campus to an on-campus venue, the program shall notify the Coordinating Committee on Graduate Affairs of its intent to do so, regardless of whether the shift has been considered by the concerned Graduate Council(s). The Coordinating Committee on Graduate Affairs will consider the impact of the proposed change in the delivery of the program's instruction, and provide comments for the consideration of the program and the Regents.**

JUSTIFICATION:

SR 694 determines the residency requirements for students enrolled in graduate programs. In the current wording of this regulation, it is unclear as to whether the involvement of University Extension is a necessary component of off-site instruction. This redrafting makes it clear that a University Extension component is optional. In addition, CCGA should be notified if any component of a program is moved from on- to off-campus. CCGA also wanted to make a clear distinction between legitimate satellite campuses and “off-site” instructional venues. For the purposes of a proper delineation of these terms, a satellite campus should “enjoy significant participation of faculty with membership in the Academic Senate and for which the main campus provides a significant and ongoing multi-departmental administrative role.”

Coordinating Committee of Graduate Affairs (CCGA)
Proposed Amendment to Senate Regulation 695

Present Wording

No current wording; this is a new regulation.

Proposed Wording

695.

Subject to the approval of the appropriate Divisional Senate committee, classes delivered electronically by instructors employed by the University may be counted for regular credit towards graduate degree and residency requirements. Electronic delivery of graduate instruction may take place through real-time transmission of didactic instruction, through interactive contact between students and University instructors via electronic forums, and/or through archival media originated by University instructors that is accessed under the individual or collective discretion of the enrolled student(s). Electronically-delivered instruction incorporating archival media must include opportunities for interactive contact commensurate with the unit value of the associated class. Electronically-delivered instruction is to be classified as either on-campus (in residence) or off-campus (not in residence) according to the following criteria.

- A. Participation by a student in an electronically-delivered class for which the primary mode of contact is real-time delivery of didactic instruction shall be deemed on-campus provided that, for the majority of the contact time, either the instructor or the student is present on the main campus or at a remote center or satellite campus as described in SR 694.**
- B. Participation by a student in an electronically-delivered class for which the primary mode of contact is through interactive forums shall be deemed on-campus provided that either the instructor or student is present on the main campus, or at a remote center or satellite campus, for a substantial fraction of the days for which the term during which the course is provided is in session.**

A graduate program proposing to shift any component of its instruction from locally-attended classroom instruction to electronically-delivered instruction shall seek approval from the local Graduate Council. If this shift involves a shift from on- to off-campus instruction, as defined above, the stipulations of SR 694 also apply.

JUSTIFICATION:

SR 695 is a completely new regulation, and would regulate the residency requirements for students enrolled in on-line programs and courses. The wording of the new regulation attempts to ensure appropriate contact time for students enrolled in such courses. Such time could be in the form of direct face-to-face contact or electronic correspondence.



ACADEMIC SENATE
1233 Girvetz Hall
Santa Barbara, CA 93106-3050

senate.reception@senate.ucsb.edu
(805) 893-2885
<http://www.senate.ucsb.edu>

Joel Michaelsen, Chair
Claudia Chapman, Executive Director

March 8, 2007

John Oakley, Chair
Academic Council

RE: Proposed Amendments to SR 694 and New SR 695

The Santa Barbara Division has completed the review of the proposed amendments to SR 694 and new SR 695. The Graduate Council as well as the Committee on Rules, Jurisdiction and Elections commented on the proposals. While the proposed changes to SR 694 were endorsed, there were questions and requests for definitions in the proposed new SR 695.

A comment should be made about the practicality of the statement in SR 694 that the "program shall notify the Coordinating Committee on Graduate Affairs of its intent to do so, regardless of whether the shift has been considered by the concerned Graduate Council(s):" While the intent is understood, placing the burden of reporting on "programs" rather than Senate offices may be unrealistic. At least for the SB campus, it is far more likely that the CCGA is informed of such impending changes via the Graduate Council than the "programs." The intent of this comment is not to advocate removal of the clause, but just to be aware that expectations and practicality may be a bit at odds on this point, even with the best attempts at enforcement.

The questions surrounding proposed SR 695 included the following:

- In the first paragraph the phrase "...include opportunities for interactive contact commensurate with the unit value of the associate class" requires some definition. This is the first reference in the Regulations on any kind of "contact" requirement. The only guideline campuses have to determine credit in courses is Regulation 760, which only refers to a number of hours of work for unit credit. Some clarification should be made somewhere explaining what the relationship of contact hours is to unit credit. Otherwise the "commensurate" statement needs to be defined here.
- In "A," why would the location of the instructor determine residency if the instructor is a Senate member, not on leave of absence, conducting a course approved by the campus Senate?
- The wording of the last part of "B" requires some revision. First, the reference to "a substantial fraction" would benefit from more definition. Administering this Regulation as written would result in a wide range of interpretation and enforcement. A substantial fraction could be 25%, 50%, 75%--anything. Second, the last phrase is confusing—a substantial fraction of the days—of the term or of the course? The "for which" and "during which" clauses that follow don't describe the intent.

Regulations that cover residency of and parameters for electronically-delivered courses are much needed, and the CCGA members are to be commended for their work. The question and comments, above, are to be understood as constructive recommendations for clarification.

Sincerely,

A handwritten signature in cursive script, reading "Joel Michaelson". The signature is written in a dark ink and is positioned above the printed name.

Joel Michaelson
Divisional Chair



1156 HIGH STREET
SANTA CRUZ, CALIFORNIA 95064

Office of the Academic Senate
SANTA CRUZ DIVISION
125 CLARK KERR HALL
(831) 459 - 2086

March 13, 2007

John Oakley, Chair
Academic Council

RE: UCSC System-wide Review of CCGA Proposed Amendments to Senate Regulation (SR) 694 and Proposed New Senate Regulation (SR) 695

Dear John,

At the UC Santa Cruz Division, only one committee, Graduate Council (GC) forwarded comments on the proposed SR 694 and SR 695. GC was in consensus that the amendments for SR 694 and the newly proposed SR 695 are fraught with questionable assumptions and potential pitfalls, and that, in their proposed wording, they remain unclear in their interrelations and designations of authority.

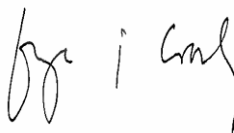
GC also feels that the implications of the proposed changes are potentially much greater than a simple adjustment to bring Senate Regulations in line with extensive internet use in education. GC expressed general opposition to the assumptions of proposed SR 695 that on-line instruction was in fact equivalent to live delivery, even in real-time media, and even more so in the case of so-called "interactive" and "archived" delivery. GC expressed the opinion that only live delivery on-campus should define "on-campus" instruction, and that the lack of clarity about the relation of "off-campus" and "on-line" invited stretching the category of "on-campus" beyond any reasonable or recognizable bounds.

GC affirms the authority of the local Graduate Council to consider and approve any and all shifts from live delivery of classroom instruction to on-line instruction, as well as shifts from on-campus to off-campus.

GC expressed approval of the proposed wording change concerning University Extension in the preamble paragraph of SR 694.

Given the ambiguities still present in the wording of the proposed modifications to SR 694 and the new 695, the UC Santa Cruz Division wonders if there may be a need for further consideration. We respectfully propose that SR 694 and 695 be sent back to CCGA for further consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Faye J. Crosby". The signature is fluid and cursive, with the first name "Faye" being the most prominent.

Faye J. Crosby, Chair
Academic Senate
Santa Cruz Division

July 5, 2006

MEMORANDUM

TO: 2006-2007 Teams
Institutions Undergoing Evaluation in 2006-2007

FROM: Ralph A. Wolff, Executive Director

RE: **Commission Advisory on the Review of Distance Education Programs**

Under federal regulations, WASC is required to demonstrate that it is evaluating distance education programs during the comprehensive accreditation/reaccreditation process. The evaluation of distance education programs during the comprehensive review has always been a WASC policy, but we would like to make this practice more explicit given the increase of distance education programs since the publishing of our *2001 Handbook*. To ensure that each team is reviewing distance education programs in a consistent manner, we have developed this advisory that details specific elements that should be included in the review of distance education programs. The WASC Standards apply to the review of all distance education programs: Considerable attention should be given to Standards 2, 3, and 4 when evaluating distance education programs.

In addition to these elements, we are enclosing *Good Practices for Electronically Offered Degree and Certificate Programs*, which was adopted by the regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education. Please review this document prior to the site visit.

Prior to the Visit

- From the information provided by the institution, identify the number and types of distance education programs offered.
- Review any previous substantive change letters and previous team reports regarding distance education programs to determine if issues have been identified for your review.
- Review the institutional report for information provided on distance education programs. If additional information is needed, identify that information at the time of the pre-visit team conference call.
- Develop a strategy for reviewing distance education programs during the visit, including a schedule for interviews with staff, faculty and students, review of files and archives, and samples of outcomes data as appropriate.

During the Visit

- **For the Capacity and Preparatory Review** - Using the WASC Standards, the “Two Lenses for Two Reviews” document and Good Practices Guide, evaluate the quality and level of institutional capacity to support distance education programs in terms of the following (Standard 3):

- Resources (financial, technological)
 - Structures and processes, including those for assessing student learning outcomes
 - Faculty and staff qualifications and support
 - Student support services
- **For the Educational Effectiveness Review** - Using the “Two Lenses” document, the Framework for Evaluating Educational Effectiveness and the Good Practices Guide, assess the educational effectiveness of distance education programs, including evidence of the achievement of the stated learning outcomes for the program. To be considered (Standard 4):
 - Learning outcomes
 - Assessment results
 - Student advising and support
 - Effectiveness of the quality assurance process for distance education program
 - **Develop lines of inquiry for the review** - Some areas are suggested below:
 - How timely and appropriate are interactions between students and faculty, and among students is assured (CFR 2.5).
 - How the student’s ability to succeed in distance education programs is addressed and linked to admission and recruiting policies and decisions (CFR 2.10).
 - Evidence that student learning resources and support services online are consistent with the learning environment provided at the home campus. (CFR 2.13).
 - Technical capacity to support teaching and learning effectively and impact on the information technology infrastructure of the institution – Servers, technical support, etc. (CFR 3.6 and 3.7).
 - Evidence of evaluations comparing the educational effectiveness of distance education programs (including assessment of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs, if applicable (CFR 4.6).

After the Visit

- Work with your team chair and team editor regarding how to organize your comments on distance education programs and determine whether they will be integrated into the comprehensive team report or added as a supplement.

We hope this information is helpful in your evaluation of distance education programs. Please work with your assigned staff liaison if you have any questions about this memo.

Good Practices For Electronically Offered Degree and Certificate Programs

Introduction

These *Good Practices* have been developed by the eight regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education. Expressing in detail what currently constitutes good practice in distance education they seek to address concerns that regional accreditation standards are not relevant to the new distributed learning environments, especially when those environments are experienced by off-campus students. The *Good Practices*, however, are not new evaluative criteria. Rather they explicate how the well-established essentials of institutional quality found in regional accreditation standards are applicable to the emergent forms of learning; much of the detail of their content would find application in any learning environment. Taken together those essentials reflect the values which the regional commissions foster among their affiliated colleges and universities:

- that education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program;
- that learning is dynamic and interactive, regardless of the setting in which it occurs;
- that instructional programs leading to degrees having integrity are organized around substantive and coherent curricula which define expected learning outcomes;
- that institutions accept the obligation to address student needs related to, and to provide the resources necessary for, their academic success;
- that institutions are responsible for the education provided in their name;
- that institutions undertake the assessment and improvement of their quality, giving particular emphasis to student learning;
- that institutions voluntarily subject themselves to peer review.

These *Good Practices* are meant to assist institutions in planning distance education activities and to provide a self-assessment framework for those already involved. For the regional accrediting associations they constitute a common understanding of those elements which reflect quality distance education programming. As such they are intended to inform and facilitate the evaluation policies and processes of each region.

Developed to reflect current best practice in electronically offered programming, these *Good Practices* were initially drafted by the Western Cooperative for Educational Telecommunications (www.wiche.edu/telecom/), an organization recognized for its substantial expertise in this field. Given the rapid pace of change in distance education, these *Good Practices* are necessarily a work in progress. They will be subject to periodic review by the regionals, individually and collectively, who welcome comments and suggestions for their improvement.

Overview to the *Good Practices*

These *Good Practices* are divided into five separate components, each of which addresses a particular area of institutional activity relevant to distance education. They are:

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment

Each component begins with a general statement followed by individual numbered paragraphs addressing specific matters describing those elements essential to quality distance education programming. These in turn are followed by protocols in the form of questions designed to assist in determining the existence of those elements when reviewing either internally or externally distance education activities.

* Commission on Higher Education, Middle States Association of Colleges and Schools – info@msache.org; Commission on Institutions of Higher Education, New England Association of Schools and Colleges – cihe@neasc.org; Commission on Technical and Career Institutions, New England Association of Schools and Colleges – rmandeville@neasc.org; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools – info@ncacihe.org; Commission on Colleges, The Northwest Association of Schools and Colleges – pjarnold@cofnasc.org; Commission on Colleges, Southern Association of Colleges and Schools – webmaster@sacscoc.org; Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges – accjc@aol.com; Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges – wascsr@wascsenior.org.

Good Practices and Protocols

1. Institutional Context and Commitment

Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.

In its content, purposes, organization, and enrollment history if applicable, the program is consistent with the institution's role and mission.

What is the evidence that the program is consistent with the role and mission of the institution including its goals with regard to student access?

Is the institution fulfilling its stated role as it offers the program to students at a distance, or is the role being changed?

1b. It is recognized that a healthy institution's purposes change over time. The institution is aware of accreditation requirements and complies with them. Each accrediting commission has established definitions of what activities constitute a substantive change that will trigger prior review and approval processes. The appropriate accreditation commission should be notified and consulted whether an electronically offered program represents a major change. The offering of distributed programs can affect the institution's educational goals, intended student population, curriculum, modes or venue of instruction, and can thus have an impact on both the institution and its accreditation status.

- Does the program represent a change to the institution's stated mission and objectives?
- Does the program take the college or university beyond its "institutional boundaries," e.g., students to be served, geographic service area, locus of instruction, curriculum to be offered, or comparable formally stated definitions of institutional purpose?
- Is the change truly significant?

1c. The institution's budgets and policy statements reflect its commitment to the students for whom its electronically offered programs are designed.

How is the student assured that the program will be sustained long enough for the cohort to complete it?

How are electronically offered programs included in the institution's overall budget structure?

What are the institution's policies concerning the establishment, organization, funding, and management of electronically offered programs? Do they reflect ongoing commitment to such programs? (See also item **1e** below.)

The institution assures adequacy of technical and physical plant facilities including appropriate staffing and technical assistance, to support its electronically offered programs.

- Do technical and physical plant facilities accommodate the curricular commitments reviewed below, e.g., instructor and student interaction (2e), and appropriateness to the curriculum (2a)?
- Whether facilities are provided directly by the institution or through contractual arrangements, what are the provisions for reliability, privacy, safety and security?
- Does the institution's budget plan provide for appropriate updating of the technologies employed?
- Is the staffing structure appropriate (and fully qualified) to support the programs now operational and envisioned in the near term?

1e. The internal organizational structure which enables the development, coordination, support, and oversight of electronically offered programs will vary from institution to institution. Ordinarily, however, this will include the capability to:

- ❖ Facilitate the associated instructional and technical support relationships.
- ❖ Provide (or draw upon) the required information technologies and related support services.
- ❖ Develop and implement a marketing plan that takes into account the target student population, the technologies available, and the factors required to meet institutional goals.
- ❖ Provide training and support to participating instructors and students.
- ❖ Assure compliance with copyright law.
- ❖ Contract for products and outsourced services.
- ❖ Assess and assign priorities to potential future projects.
- ❖ Assure that electronically offered programs and courses meet institution-wide standards, both to provide consistent quality and to provide a coherent framework for students who may enroll in both electronically offered and traditional on-campus courses.
- ❖ Maintain appropriate academic oversight.
- ❖ Maintain consistency with the institution's academic planning and oversight functions, to assure congruence with the institution's mission and allocation of required resources.
- ❖ Assure the integrity of student work and faculty instruction.

Organizational structure varies greatly, but it is fundamental to the success of an institution's programs. The points above can be evaluated by variations of the following procedure and inquiries:

- Is there a clear, well-understood process by which an electronically offered program evolves from conception to administrative authorization to implementation? How is the need for the program determined? How is it assigned a priority among the other potential programs? Has the development of the program incorporated appropriate internal consultation and integration with existing planning efforts?

- Track the history of a representative project from idea through implementation, noting the links among the participants including those responsible for curriculum, those responsible for deciding to offer the program electronically, those responsible for program/course design, those responsible for the technologies applied, those responsible for faculty and student support, those responsible for marketing, those responsible for legal issues, those responsible for budgeting, those responsible for administrative and student services, and those responsible for program evaluation. Does this review reveal a coherent set of relationships?
- In the institution's organizational documentation, is there a clear and integral relationship between those responsible for electronically offered programs and the mainstream academic structure?
- How is the organizational structure reflected in the institution's overall budget?
- How are the integrity, reliability, and security of outsourced services assured?
- Are training and technical support programs considered adequate by those for whom they are intended?
- What are the policies and procedures concerning compliance with copyright law?
- How does program evaluation relate to this organizational and decision-making structure?

1f. In its articulation and transfer policies the institution judges courses and programs on their learning outcomes, and the resources brought to bear for their achievement, not on modes of delivery.

- What are the institution's policies concerning articulation and transfer? What are decisions regarding transfer of academic credit based upon?
- Is the institution internally consistent in its handling of articulation and transfer issues, or do different divisions have different policies and procedures?

1g. The institution strives to assure a consistent and coherent technical framework for students and faculty. When a change in technologies is necessary, it is introduced in a way that minimizes the impact on students and faculty.

When a student or instructor proceeds from one course or program to another, is it necessary to learn another software program or set of technical procedures?

When new software or systems are adopted, what programs/processes are used to acquaint instructors and students with them?

The institution provides students with reasonable technical support for each educational technology hardware, software, and delivery system required in a program.

Is a help desk function realistically available to students during hours when it is likely to be needed?

Is help available for all hardware, software, and delivery systems specified by the institution as required for the program?

Does the help desk involve person-to-person contact for the student? By what means, e.g., email, phone, fax?

- Is there a well-designed FAQ (Frequently Asked Questions) service, online and/or by phone menu or on-demand fax?

The selection of technologies is based on appropriateness for the students and the curriculum. It is recognized that availability, cost, and other issues are often involved, but program documentation should include specific consideration of the match between technology and program.

How were the technologies chosen for this institution's programs?

Are the technologies judged to be appropriate (or inappropriate) to the program(s) in which they are used?

Are the intended students likely to find their technology costs reasonable?

What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty?

Given the rapid pace of change in modern information technology, what policies or procedures are in place to keep the infrastructure reasonably up-to-date?

The institution seeks to understand the legal and regulatory requirements of the jurisdictions in which it operates, e.g., requirements for service to those with disabilities, copyright law, state and national requirements for institutions offering educational programs, international restrictions such as export of sensitive information or technologies, etc.

- Does institutional documentation indicate an awareness of these requirements and that it has made an appropriate response to them?

2. Curriculum and Instruction

Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.

As with all curriculum development and review, the institution assures that each program of study results in collegiate level learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded by the institution, that the electronically offered degree or certificate program is coherent and complete, and that such programs leading to undergraduate degrees include general education requirements.

- What process resulted in the decision to offer the program?
- By what process was the program developed? Were academically qualified persons responsible for curricular decisions?
- How were “learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded” established? Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?
- Is the program “coherent and complete?”
- Are related instructional materials appropriate and readily accessible to students?

2b. Academically qualified persons participate fully in the decisions concerning program curricula and program oversight. It is recognized that traditional faculty roles may be unbundled and/or supplemented as electronically offered programs are developed and presented, but the substance of the program, including its presentation, management, and assessment are the responsibility of people with appropriate academic qualifications.

- What were the academic qualifications of those responsible for curricular decisions, assessment, and program oversight?
- What are the academic qualifications of those presenting and managing the program?
- If the principal instructor is assisted by tutors or student mentors, what are their qualifications?
- Are these qualifications considered appropriate to the responsibilities of these persons?

2c. In designing an electronically offered degree or certificate program, the institution provides a coherent plan for the student to access all courses necessary to complete the program, or clearly notifies students of requirements not included in the electronic offering. Hybrid programs or courses, mixing electronic and on-campus elements, are designed to assure that all students have access to appropriate services. (See also **2d** below, concerning program elements from consortia or contract services.)

- How are students notified of program requirements?
- If the institution relies on other providers to offer program-related courses, what is the process by which students learn of these courses?
- Is the total program realistically available to students for whom it is intended? For example, is the chosen technology likely to be accessible by the target student population? Can target students meet the parameters of program scheduling?

2d. Although important elements of a program may be supplied by consortial partners or outsourced to other organizations, including contractors who may not be accredited, the responsibility for performance remains with the institution awarding the degree or certificate. It is the institution in which the student is enrolled, not its suppliers or partners, that has a contract with the student. Therefore, the criteria for selecting consortial partners and contractors, and the means to monitor and evaluate their work, are important aspects of the program plan. In considering consortial agreements, attention is given to issues such as assuring that enhancing service to students is a primary consideration and that incentives do not compromise the integrity of the institution or of the educational program. Consideration is also given to the effect of administrative arrangements and cost-sharing on an institution's decision-making regarding curriculum.

Current examples of consortial and contractual relationships include:

- ❖ Faculty qualifications and support.
- ❖ Course material:
 - Courses or course elements acquired or licensed from other institutions.
 - Courses or course elements provided by partner institutions in a consortium.
 - Curricular elements from recognized industry sources, e.g., Microsoft or Novell certification programs.
 - Commercially produced course materials ranging from textbooks to packaged courses or course elements.
- ❖ Course management and delivery:
 - WebCT, Blackboard, College, etc.
- ❖ Library-related services:
 - Remote access to library services, resources, and policies.
 - Provision of library resources and services, e.g., online reference services, document delivery, print resources, etc.
- ❖ Bookstore services.
- ❖ Services providing information to students concerning the institution and its programs and courses.
- ❖ Technical services:
 - Server capacity.
 - Technical support services, including help desk services for students and faculty.
- ❖ Administrative services:
 - Registration, student records, etc.
- ❖ Services related to orientation, advising, counseling, or tutoring.
- ❖ Online payment arrangements.
- ❖ Student privacy considerations.

Evaluation of contract services and consortial arrangements requires a review of pertinent formal agreements. Note, for example:

- Are performance expectations defined in contracts and agreements? Are conditions for contract termination defined?
- Are there adequate quality control and curriculum oversight provisions in agreements concerning courseware?
- Are there appropriate system reliability and emergency backup guarantees in agreements concerning technology services?
- What are the provisions for protection of confidentiality and privacy in services involving personal information?
- What are the assurances concerning qualifications and training of persons involved in contact with students? These services may range from help desk to tutoring or counseling.
- Consortial agreements introduce additional elements to be evaluated:
 - How are curriculum-related decisions made by the consortium, noting the requirement that “Academically qualified persons participate fully in the decisions regarding program curricula and program oversight?”
 - Is the institution fully engaged in the consortial process, recognizing the decision-making responsibilities of shared ownership?
 - What are the financial arrangements among the parties to the consortial agreement? What are the implications of these arrangements for institutional participation and management?
 - What entity awards the certificates and degrees resulting from the consortial program?
 - What articulation and transfer arrangements are applicable to courses offered via the consortium? Did these arrangements involve specific curricular decisions by the academic structures of the participating institutions? Were they prescribed in a state or system decision?
 - To what extent are the administrative and student services arrangements of the consortium focused on the practical requirements of the student?

2e. The importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and in the technical facilities and services provided.

- What provisions for instructor-student and student-student interaction are included in the program/course design and the course syllabus? How is appropriate interaction assured?
- Is instructor response to student assignments timely? Does it appear to be appropriately responsive?
- What technologies are used for program interaction (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, Web-based discussions, computer conferences and threaded discussions, etc.)?
- How successful is the program’s interactive component, as indicated by student and instructor surveys, comments, or other measures?

3. Faculty Support

As indicated above, faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.

In the development of an electronically offered program, the institution and its participating faculty have considered issues of workload, compensation, ownership of intellectual property resulting from the program, and the implications of program participation for the faculty member's professional evaluation processes. This mutual understanding is based on policies and agreements adopted by the parties.

- Have decisions regarding these matters been made in accordance with institutional or system processes customarily used to address comparable issues?

3b. The institution provides an ongoing program of appropriate technical, design, and production support for participating faculty members.

- What support services are available to those responsible for preparing courses or programs to be offered electronically? What support services are available to those faculty members responsible for working directly with students?
- Do participating faculty members consider these services to be appropriate and adequate?
- Does the staff include qualified instructional designers? If so, do they have an appropriate role in program and course development?

3c. The institution provides to those responsible for program development the orientation and training to help them become proficient in the uses of the program's technologies, including potential changes in course design and management.

- What orientation and training programs are available? Are there opportunities for ongoing professional development?
- Is adequate attention paid to pedagogical changes made possible and desirable when information technologies are employed?
- Given the staff available to support electronically offered programs, are the potential changes in course design and management realistically feasible?
- Do those involved consider these orientation and training programs to be appropriate and adequate?

3d. The institution provides to those responsible for working directly with students the orientation and training to help them become proficient in the uses of the technologies for these purposes, including strategies for effective interaction.

- What orientation and training programs are available? Are there opportunities for ongoing professional development? Do those involved consider these orientation and training programs to be appropriate and adequate?

4. Student Support

Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences affect everything from admissions policy to library services. Reaching these students, and serving them appropriately, are major challenges to today's institutions.

The institution has a commitment – administrative, financial, and technical – to continuation of the program for a period sufficient to enable all admitted students to complete a degree or certificate in a publicized timeframe.

- Do course and program schedules reflect an appropriate commitment to the program's students?
- Do budget, faculty, and facilities assignments support that commitment?

Prior to admitting a student to the program, the institution:

- ❖ Ascertains by a review of pertinent records and/or personal review that the student is qualified by prior education or equivalent experience to be admitted to that program, including in the case of international students, English language skills.
- ❖ Informs the prospective student concerning required access to technologies used in the program.
- ❖ Informs the prospective student concerning technical competence required of students in the program.
- ❖ Informs the prospective student concerning estimated or average program costs (including costs of information access) and associated payment and refund policies.
- ❖ Informs the prospective student concerning curriculum design and the time frame in which courses are offered, and assists the student in understanding the nature of the learning objectives.

4b. continued

- ❖ Informs the prospective student of library and other learning services available to support learning and the skills necessary to access them.
- ❖ Informs the prospective student concerning the full array of other support services available from the institution.
- ❖ Informs the prospective student about arrangements for interaction with the faculty and fellow students.
- ❖ Assists the prospective student in understanding independent learning expectations as well as the nature and potential challenges of learning in the program's technology-based environment.
- ❖ Informs the prospective student about the estimated time for program completion.

To evaluate this important component of admission and retention, it is appropriate to pursue the following:

- How do potential students learn about the electronically offered program? Is the information provided sufficient, fair, and accurate?
- How are students informed about technology requirements and required technical competence?
- How are students informed about costs and administrative arrangements?
- What information and/or advice do students receive about the nature of learning and the personal discipline required in an anytime/anywhere environment?
- What criteria are used to determine the student's eligibility for admission to the program?
- What steps are taken to retain students in the program?
- What is the history of student retention in this program?

The institution recognizes that appropriate services must be available for students of electronically offered programs, using the working assumption that these students will not be physically present on campus. With variations for specific situations and programs, these services, which are possibly coordinated, may include:

- ❖ Accurate and timely information about the institution, its programs, courses, costs, and related policies and requirements.
- ❖ Pre-registration advising.
- ❖ Application for admission.
- ❖ Placement testing.
- ❖ Enrollment/registration in programs and courses.
- ❖ Financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards.

4c. continued

- ❖ Secure payment arrangements.
- ❖ Academic advising.
- ❖ Timely intervention regarding student progress.
- ❖ Tutoring.
- ❖ Career counseling and placement.
- ❖ Academic progress information, such as degree completion audits.
- ❖ Library resources appropriate to the program, including, reference and research assistance; remote access to data bases, online journals and full-text resources; document delivery services; library user and information literacy instruction, reserve materials; and institutional agreements with local libraries.
- ❖ Training in information literacy including research techniques.
- ❖ Bookstore services: ordering, secure payment, and prompt delivery of books, course packs, course-related supplies and materials, and institutional memorabilia.
- ❖ Ongoing technical support, preferably offered during evenings and weekends as well as normal institutional working hours.
- ❖ Referrals for student learning differences, physical challenges, and personal counseling.
- ❖ Access to grievance procedures.

Within the context of the program, the requirements of the program's students, and the type of institution, review each of the services and procedures listed above from the standpoint of a student for whom access to the campus is not feasible.

Are the institution's policies and procedures appropriate and adequate from the standpoint of the distant student?

If not all appropriate resources are routinely available at a distance, what arrangements has the institution made to provide them to distant students?

Are these services perceived by distant students to be adequate and appropriate?

Are these services perceived to be adequate and appropriate by those responsible for providing them?
What modifications or improvements are planned?

4d. The institution recognizes that a sense of community is important to the success of many students, and that an ongoing, long-term relationship is beneficial to both student and institution. The design and administration of the program takes this factor into account as appropriate, through such actions as encouraging study groups, providing student directories (with the permission of those listed), including off-campus students in institutional publications and events, including these students in definitions of the academic community through such mechanisms as student government representation, invitations to campus events including graduation ceremonies, and similar strategies of inclusion.

- What strategies and practices are implemented by this institution to involve distant students as part of an academic community? By their statements and actions, do administrators and participating faculty members communicate a belief that a sense of academic community is important?
- How are the learning needs of students enrolled in electronically offered programs identified, addressed, and linked to educational objectives and learning outcomes, particularly within the context of the institution's definition of itself as a learning community.
- Do representative students feel that they are part of a community, or that they are entirely on their own?

5. Evaluation and Assessment

Both the assessment of student achievement and evaluation of the overall program take on added importance as new techniques evolve. For example, in asynchronous programs the element of seat time is essentially removed from the equation. For these reasons, the institution conducts sustained, evidence-based and participatory inquiry as to whether distance learning programs are achieving objectives. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets and perhaps have implications for the institution's roles and mission.

As a component of the institution's overall assessment activities, documented assessment of student achievement is conducted in each course and at the completion of the program, by comparing student performance to the intended learning outcomes.

- How does the institution review the effectiveness of its distance education programs to assure alignment with institutional priorities and educational objectives?
- How does evaluated student performance compare to intended learning outcomes?
- How is student performance evaluated?
- How are assessment activities related to distance learning integrated into the institution's broader program of assessment?

5b. When examinations are employed (paper, online, demonstrations of competency, etc.), they take place in circumstances that include firm student identification. The institution otherwise seeks to assure the integrity of student work.

- If proctoring is used, what are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering the examinations, and assuring secure and prompt evaluation?
- If other methods are used to identify those who take the examination, how is identification firmly established? How are the conditions of the examination (security, time limits, etc.) controlled?
- Does the institution have in place effective policies and procedures to assure the integrity of student work?

5c. Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

- What procedures assure the security of personal information?
- How is personal information protected while providing appropriate dissemination of the evaluation results?

5d. Overall program effectiveness is determined by such measures as:

- ❖ The extent to which student learning matches intended outcomes, including for degree programs both the goals of general education and the objectives of the major.
- ❖ The extent to which student intent is met.
- ❖ Student retention rates, including variations over time.
- ❖ Student satisfaction, as measured by regular surveys.
- ❖ Faculty satisfaction, as measured by regular surveys and by formal and informal peer review processes.
- ❖ The extent to which access is provided to students not previously served.
- ❖ Measures of the extent to which library and learning resources are used appropriately by the program's students.
- ❖ Measures of student competence in fundamental skills such as communication, comprehension, and analysis.

❖ Cost effectiveness of the program to its students, as compared to campus-based alternatives.

Good Practices for
Electronically Offered Degree and Certificate Programs
Page 14

Although not all of these measures will be applicable equally at every institution, appropriate evidence is generally available through:

- Evaluations of student performance (see **5a** above).
- Review of student work and archive of student activities, if maintained, in the course of program reviews.
- Results from students' routine end-of-course and -program evaluations.
- Student surveys of overall satisfaction with the experience of electronically offered programs; surveys reflecting student cost trade-offs experienced as they pursued the program.
- Faculty surveys, peer reviews of programs, and discussion groups.
- Documentation concerning access provided to students not previously served, through a combination of enrollment records and student surveys.
- Usage records concerning use of library and learning resources, and instructor assignments that require such usage.
- Assessment of students' fundamental skills in communication, comprehension, and analysis. How have the institution's usual measures of these skills been adapted to assess distant students?
- Documentation of the institution's analyses that relate costs to goals of the program.

The institution conducts a program of continual self-evaluation directed toward program improvement, targeting more effective uses of technology to improve pedagogy, advances in student achievement of intended outcomes, improved retention rates, effective use of resources, and demonstrated improvements in the institution's service to its internal and external constituencies. The program and its results are reflected in the institution's ongoing self-evaluation process and are used to inform the further plans of the institution and those responsible for its academic programs.

- How is the institution's ongoing program of assessment and improvement developed and conducted?
- Does it cover the essential categories of improved learning outcomes, retention, use of resources, and service to core constituencies?
- Does the program appropriately involve academically qualified persons?

- What are the institution's mechanisms for review and revision of existing programs and courses?
- How does program evaluation affect institutional planning?
- What constituencies are actively involved in the ongoing process of planning for improvement?
- Has the process had measurable results to date?

Institutional evaluation of electronically offered programs takes place in the context of the regular evaluation of all academic programs.
--

- What are the administrative and procedural links between the evaluation of electronically offered programs and the ongoing evaluation of all academic programs?
- How are the respective characteristics of campus-based and electronically offered programs taken into account?

Criteria for Approval of Online Providers and Courses to Satisfy UC Subject ('a-g') Requirements

Approved by BOARS Articulation & Evaluation Subcommittee on July 27, 2006

Approved by BOARS on October 6, 2006

With the advent of new technologies, such as the Internet and web-based programs and services, and the rapid growth of online course delivery and virtual educational environments, the University of California (UC) has adopted these guidelines to assure quality and excellence among all online course providers who are thus identified with UC-approved "Program Status."

Once granted "Program Status," the provider is eligible to establish a program course list of approved a-g courses on the Doorways web site, at www.ucop.edu/doorways/list, that represents online courses that high school students in California may utilize to satisfy their a-g subject requirements for purposes of UC eligibility and admissions.

This policy is intended to be flexible enough to accommodate synchronous, asynchronous and blended online course providers, while simultaneously addressing the program features that UC faculty considers necessary to offer a quality online learning experience for students. These features include, among others, primary instruction and academic support by content experts, maintenance of a "human touch" in the learning process, and integrity of student assessment.

This policy represents a two-step process for approving online courses to satisfy the a-g requirements.

STEP 1: Approval of an online provider for "program status" (see attached "Application for Program Status for Online Course Providers")

STEP 2: Approval of specific courses offered by an online provider that has been granted "program status." All courses will be reviewed and evaluated against faculty-developed guidelines accessible at www.ucop.edu/doorways/guide.

STEP 1: CRITERIA FOR ONLINE PROVIDERS TO BE GRANTED PROGRAM STATUS

The criteria for approval of "program status" cover several categories, including organization, curriculum and instruction, learning environment, and technology infrastructure. Online providers are expected to satisfy ALL criteria.

1.0 Organization

The provider shall:

- 1.1. Exist as a public or private high school, college or university that is accredited by one of the regional accrediting commissions recognized by the U.S. Department of Education, or a public school district, county office of education, state department of education, a 501(c)(3) non-profit organization, or a for-profit company that develops online curricula. Organizations that serve as brokers or clearinghouses of online curricula developed by other providers are not eligible.
- 1.2. If not a regionally accredited high school, college or university, regularly conduct a program of continual self-evaluation directed toward program improvement, paying particular attention to the quality of student learning

- 1.3. Maintain an organizational goal to prepare students for competitive eligibility for college and university admission. Program status will be revoked if the provider does not present within the review period (3-5 years) UC-acceptable college preparatory curriculum.
- 1.4. Provide standardized courses taught consistently from term to term and from one educational site to another
- 1.5. Issue transcripts (bearing the name of the program, identifying logos, and contact information), inclusive of course credit and grades, to students who complete online courses and/or have in place a formalized process and documentation to ensure that students will receive credit from their home high school, if any, for online courses successfully completed
- 1.6. Have in place a learning structure with designated roles and responsibilities for individuals and organizations to ensure that a full range of student needs are met
- 1.7. Maintain permanent and accurate student records, including evaluation of student progress/success, and make data available to UC upon request
- 1.8. Undergo periodic program review by UC to maintain status as an approved provider (approximately every three to five years) and acknowledge UC's option to withdraw program status at any time, if warranted
- 1.9. Comply with federal, state, and local laws and guidelines governing service to those with disabilities, copyright laws, and protection of identity and protection of minors

2.0 Curriculum and Instruction

The provider shall:

- 2.1 Develop and deliver course curricula designed and/or reviewed by content experts (subject matter teachers, university or college faculty, and/or graduate degree holders in the designated subject area)
- 2.2 Require academically challenging projects, lessons and activities that involve substantial reading and writing, show serious attention to analytical thinking as well as factual content, and demand the critical thinking and study skills that students will need to be well prepared for university coursework
- 2.3 Offer quality courses that
 - 2.3.1 Demonstrate a level of academic rigor appropriate for college preparatory coursework
 - 2.3.2 Specify clear learning objectives for units, chapters, and lessons
 - 2.3.3 Clearly state prerequisites, if any
 - 2.3.4 Present material in a clear manner and include a comprehensive course syllabus and course calendar
 - 2.3.5 Specify required work for students (e.g., projects, papers)
 - 2.3.6 Include appropriate student assessments (e.g., practice questions, unit review questions, unit chapter quizzes, unit exams, semester midterms and final exams, essays, projects) with grading rubrics
 - 2.3.7 Have a clear grading policy with assessment weights
 - 2.3.8 Consist of visually rich and intellectually stimulating course content, which may include animations, simulations, interactivity, and videos, as appropriate for the subject, to enhance the students' learning experience

- 2.3.9 Require proctoring by a qualified professional (e.g., a school teacher, administrator, counselor, or paraprofessional who fulfills an instructional role, librarian, university personnel, or test center administrator) for key assessments, including examinations
- 2.3.10 Facilitate and promote substantial teacher-student learning interactions and, as appropriate, student-student interactions (e.g., bulletin board discussions, white board technology, or other online classroom tool)
- 2.3.11 Assure that course grades are assigned by highly qualified teachers who are credentialed in the subject area of study
- 2.4 Ensure that highly qualified teachers play a constant and active role in a learning process that supports and guides student academic achievement, as evidenced by
 - 2.4.1 Assigning subject expert teachers who meet the criteria (highly qualified) under the Federal No Child Left Behind Act, as specified by law in each state, and who have submitted Livescan (fingerprinting) documentation to the provider
 - 2.4.2 Requiring that teachers maintain active, regular contact with students (at least weekly) and, as appropriate, with other on- or off-site student support personnel, in order to nurture academic growth throughout the course
 - 2.4.3 Ensuring supplementary help by teachers or other student support staff based on individual student needs
 - 2.4.4 Providing to online teachers ample research-based pre-service training and ongoing professional development to support student success in the online environment

3.0 Learning Environment

The provider shall:

- 3.1 Acknowledge that learning is a interactive process and, as such, ensure that students have regular and meaningful academic interactions with highly qualified teachers and/or other content experts such that, in addition to simple acquisition of content knowledge, students are guided in their development of necessary skills (e.g., writing, literary analysis, critical thinking, problem solving, research, foreign language speaking and comprehension, scientific inquiry, public speaking, creativity, etc.)
- 3.2 To the degree possible, align course schedules with a student's home school academic calendar, if any, to assure availability of school-site resources (e.g., certificated teachers, science lab facilities, computer labs, library services, counselors, and student peers)
- 3.3 Identify qualified professionals (e.g., mentors, supervisors, facilitators, or counselors) and/or offer training to parents who provide on-site student support services, which may include
 - 3.3.1 Determining advisability (based on technological proficiency, level of motivation, etc.) of pursuing online coursework for individual students
 - 3.3.2 Providing an orientation and assisting students to start their course on schedule
 - 3.3.3 Verifying compliance with technical specifications (i.e., student access to specified programs and computer equipment) to assure regular and reliable course access (see section 4.0 below)
 - 3.3.4 Assuring appropriate course placement and regularly monitoring student progress
 - 3.3.5 Meeting with students on a regular basis to discuss their progress and identify problems

- 3.3.6 Acting as a student's advocate and keeping regular contact with the online teacher (by email or telephone) to address any academic concerns
- 3.3.7 Setting and maintaining rigorous course participation expectations for students
- 3.3.8 Encouraging students to use the program's resources (e.g., program staff, helpdesk, client/student services)
- 3.3.9 Monitoring email on a regular basis for program notifications, instructor notifications, and students' emails
- 3.3.10 Intervening and working with online teachers when students are failing and/or not progressing
- 3.3.11 Contacting the program immediately when problems arise (e.g., communication, academic issues or technical issues)
- 3.3.12 Arranging for proctoring of key assessments
- 3.3.13 Assuring the program's courses are included on the home school's UC a-g course list, as appropriate
- 3.3.14 Confirming that grades are posted to the students' transcripts
- 3.3.15 Providing a range of other support services, such as library resources, guidance and counseling, and tutoring
- 3.4 Unless granted special permission from UC to offer online labs, arrange for students who are taking online science courses to use an on-site wet lab facility to complete required lab work, and ensure
 - 3.4.1 That a qualified professional (i.e., science teacher) coordinates and supervises on-site wet lab sessions that meet UC course requirements (see www.ucop.edu/a-gGuide/ag/a-g/science_reqs.html)
 - 3.4.2 The availability of necessary tools, materials, and supplies, as specified in the course
 - 3.4.3 The availability of sufficient laboratory work space
 - 3.4.4 The availability of the lab for the full duration of time, as specified in the course
 - 3.4.5 The maintenance of a safe environment
- 3.5 Ensure lessons and examinations are graded within a week and the results communicated to the student and student support staff (e.g., mentors/supervisors, parents)
- 3.6 Ensure questions and inquiries from students and student support staff are satisfactorily answered within one business day
- 3.7 Provide reports on a weekly basis or provide online access to key stakeholders (e.g., students, mentors/supervisors, parents)

4.0 Technology Infrastructure

The provider shall:

- 4.1 Maintain a learning (or course) management system that
 - 4.1.1 Assures reliable course access, delivery, records management, teaching and learning tools, and security for both data and participants
 - 4.1.2 Ensures the authenticity of student work and the validity of assessments and grades

- 4.1.3 Provides access to authorized users only
- 4.1.4 As appropriate, supports the creation and maintenance of an online learning community for each course
- 4.1.5 Delineates technical specifications (e.g., hardware, software) and provides technical support, resolving problems or reporting on status within 24 hours
- 4.1.6 Supports the delivery, restricted access, and grading of multiple assessment formats (e.g., short answers, essays, projects, portfolios, multiple choice, true-false questions, free response) and allows teachers to manage the assessments
- 4.1.7 Provides an online grade book for teachers and students
- 4.1.8 Supports synchronous and/or asynchronous communication for study sessions (and possibly office hours) via multiple methods, which may include email, telephone, fax, bulletin boards, whiteboards, threaded discussions, computer conferences, and virtual classrooms
- 4.1.9 Provides on-site support staff (i.e., mentors/supervisors, parents) with access to student grade reports on a regular (i.e., weekly) basis or 24-hour online access
- 4.1.10 Captures and archives all electronic communication between teachers and students, between teachers and support staff, and between teachers and parents/guardians

STEP 2: CRITERIA FOR ONLINE COURSES TO SATISFY THE A-G SUBJECT REQUIREMENTS

In general, the criteria for approval of online courses shall be consistent with the faculty-developed criteria for approval of classroom-based courses (accessible at www.ucop.edu/doorways/guide).

As delineated in the UC policy regarding organizations and/or programs with designated “program status,” all online course descriptions shall be reviewed and approved by UC faculty members.

Until further notice, online courses in the visual and performing arts (VPA) will not be approved unless they combine online content delivery with adequate face-to-face interaction with an appropriately credentialed teacher who can guide the students’ development of creative skills and artistic expression.

When approved online providers submit to UC courses for a-g approval, they shall indicate if a textbook is required or if textual material has been incorporated into the online content. They should also include information about ancillary materials that have been incorporated into course curricula.

In order to review online courses, the course content, in its entirety, must be made available by the provider (free of charge) for UC faculty review.

Senate Regulations Related to UC Residency Requirements

614.

With the approval of the dean of the candidate's college or school, a candidate for the Bachelor's degree who was in active service in the armed forces of the United States in the year preceding the award of the degree may be recommended for the degree after only one term of University residence in which the candidate completes at least 16 units or passes a comprehensive examination in his/her major or field of concentration.

630.

- A. Except as otherwise provided in this section and SR 614, 35 (or 24 semester) of the final 45 (or 30 semester) units completed by each candidate for the Bachelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. (Am 9 Mar 83; Am 23 May 01)
- B. When two or more campuses of the University of California have approved a joint program of study, a student enrolled in such a program may meet the Requirement stated in Paragraph A by completing the requisite number of units in courses offered at any or all of the participating campuses. The student's program of study must be approved by the Provost, Dean, or equivalent officer of the School of College in which the degree is to be awarded. (En 13 May 97; Am 10 Nov 04)
- C. A further exception to the rule stated in paragraph (A) above is made in the case of students who meet the residence requirement as provided in [SR 614](#). (Am 10 Nov 04)
- D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program may meet the residence requirement in accordance with the following provisions: (Am 27 May 99; Am 10 Mar 04; Am 10 Nov 04)
 1. A student who completes the graduation requirements while in the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into the Education Abroad Program, the UC Washington, D.C., Program, or the UC Center in Sacramento Program. (Am 9 Mar 83; Am 10 Mar 04)
 2. Subject to the prior approval of the department concerned, a student who is enrolled in the Education Abroad Program, the UC Washington, D.C. Program, or the UC Center in Sacramento Program may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken. (Am 7 Jun 72; Am 9 Mar 83; Am 10 Mar 04)

682.

Except as provided in SR 694, no graduate student will be recommended for any degree except upon completing at least one year of residence at the University of California, devoted to such a course of study as the Graduate Council concerned regards as a proper year's work, and upon complying with such other regulations as may apply. A minimum period of study of one term in the case of the Master's degree must intervene between formal advancement to candidacy and the conferring of the degree. [See SRs 610, 612, 690.] (Am 9 Mar 83)

684.

Candidates for degrees may, at the discretion of the Graduate Council concerned, be given credit for residence at other universities, provided at least three quarters (or two semesters) are passed in residence at this University. (Am 9 Mar 83)

686.

A. The minimum requirement is three quarters (or two semesters) for the Master's degree, nine quarters (or six semesters) for the degree of Juris Doctor, and six quarters (or four semesters) for the degrees of Doctor of Philosophy and Doctor of Engineering. This, however, is understood to apply only to students whose undergraduate course has been substantially equivalent to the corresponding course in the University of California; otherwise a longer period of study will usually be necessary. This may include, to the extent considered desirable by the Graduate Council concerned, when the student's preliminary training falls materially short of this standard, subjects which have as their purpose the general culture of the candidate, in addition to such courses of instruction or research as may be elected for the prosecution of the special and advanced studies leading directly to the degree. (Am 9 Mar 83)

B. The above statement of the minimum time requirement for the Master's and the Doctor's degrees is understood to apply to students who can give substantially their whole time to study. For those who pursue their graduate studies while engaged in other occupations, a proportionately longer time will be necessary.

688.

A candidate for a higher degree is regarded as a student in residence in a regular term only if that candidate is actually attending authorized University exercises amounting to at least one upper division or graduate course of four units or more, or four units of upper division and/or graduate work, or, in a six-week Summer Session, to at least two units of similar work; or, in an eight-week Summer Session, to at least the equivalent of four units of work in a regular term. [See SR 690.] (Am 24 May 68)

690.

A. For a candidate for the Doctor's degree, residence during Summer Sessions may be counted only under the following conditions: (1) enrollment in two consecutive six-week Summer Sessions counts as one term of residence provided the candidate is enrolled in each session for the equivalent of at least two units of upper division

and/or graduate work as given in a regular term; or (2) enrollment in an eight-week Summer Session counts as one term of residence provided the candidate is enrolled for the equivalent of at least four units of upper division and/or graduate work as given in a regular term.

- B. For a candidate for a Master's degree, Summer Sessions count for residence as in (A) above, except that the two six-week Summer Sessions need not be consecutive. (Am 24 May 68)

694.

A school, department, or group of departments which offers a program leading to a Master's degree under the jurisdiction of a Graduate Division, may, in cooperation with University Extension, provide at a center or centers other than a campus of the University, a program of graduate instruction designed to satisfy, in full or in part, the requirements for that degree. Such off-campus graduate instruction shall be authorized, on the recommendation of the school, department, or group of departments concerned, only if, in the judgment of the Graduate Council concerned, the proposed program will afford distinct advantages to society and will not be detrimental to the standards ordinarily required for the degree. Programs of off-campus graduate instruction and study are subject to the following provisions:

- A. Requirements for a professional Master's degree may be satisfied in full by off-campus graduate study unless the Graduate Council concerned determines that a substantial part of those requirements may be more effectively satisfied by resident study on a campus of the University.
- B. No more than one-half of the total unit and residence requirements for the degree of Master of Arts or Master of Science may be satisfied by off-campus graduate study.
- C. Each proposed program of off-campus graduate instruction must be approved by the Graduate Council of the Division concerned, and such approval shall be granted only if the Council shall have determined that the proposed course offerings, facilities, and staff are at least equivalent to those available on the campus of the University where the program leading to the degree is ordinarily offered.
- D. Each course to be included in an off-campus graduate program, and each instructor in such a course who is not a member of the department of the University in which the corresponding course is offered, must be approved by the Graduate Council of the Division concerned, and in accordance with the usual University procedures and with such special procedures as the Council may determine. The Council shall make an annual review of all programs of off-campus graduate instruction with respect to course offerings, facilities, and staff.
- E. No student may enroll in an off-campus graduate program who has not been admitted to a Graduate Division.

726.

Normally the entire program for the Master's degree must be completed in residence at the University of California. See, however, SR 694. In exceptional cases, credit obtained for work indicating superior scholarship at institutions of high standard other than the University of California may be accepted in fulfillment of approximately one-fifth of the minimum unit or course requirement for the Master's degree. When such allowance is made it cannot be used to reduce the minimum requirement in strictly graduate (200) courses.