



**WORKING DRAFT REVISION
2005**

POLICIES AND PROCEDURES

DISTANCE EDUCATION PROGRAMS AND COURSES

Office of Distance Education

Radford University
(2005)

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Development and Delivery of Distance Education Courses and Programs

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**Radford University
Office of Distance Education (ODE)**

**Policies and Procedures for Development and Delivery of Distance Education
Courses and Programs
(2005)**

INTRODUCTION

Radford University, like many other universities, is addressing the need to provide enriched instructional technologies related to the implementation of distance education. RU will identify key distance education technologies and methodologies and will remain aligned with all accrediting body requirements for distance education programs as developing courses and programs for alternative delivery modalities becomes integrated into the RU academic mainstream. Using a hybrid approach to distance education, RU will identify key delivery technologies for distance education and, as appropriate and consistent with university, state, and accrediting body requirements for distance education courses and programs focus technology, professional development, and student and faculty instructional needs to integrate into the academic mainstream. Adopting and integrating these newer technologies into new and existing practices have the potential to expand the reach of the university and tap new student markets to meet critical instructional needs throughout the Commonwealth and Virginia. RU seeks to provide current and emerging telecommunications and web based technologies for instruction to create a highly individualized, student-centered educational environment in which students will be able to develop knowledge skills and abilities through exposure to technology enriched curriculum to prepare them to live and work in an increasingly complex and intrinsically linked global economy.

RU distance education consists of activities that have been framed within the SACS Pilot Review guidelines, Requirement Number IV.2, that ensures that all off-campus and distance education programs meet the standards that are applied to all on campus courses and programs. This Distance Education Policy and Procedures Plan provide guidelines for the design, development, and deployment of new and emerging instructional technologies for distance education academic applications. This document also establishes procedures for the designation of intent to deliver a distance education course and or program.

I. RU OFFICE OF DISTANCE EDUCATION: PURPOSE, MISSION, VISION AND VALUES

A. Purpose

The primary purpose of the ODE is to support faculty and students in instructional programs and instructional support services on campus, at established extended campus sites and at multiple locations throughout the region and the state. In order to ensure effective and efficient operations within the office, the ODE recommends and implements policies and procedures specifically designed to enhance teaching and learning using distance education technology.

B. Mission

The primary mission of the Office of Distance Education (ODE) is to provide systematic support services to facilitate the development, implementation, and assessment of instructional programs that are delivered utilizing individual and/or clusters of technologies, including, teleconferencing, and web based and web enhanced instruction and satellite systems.

C. Vision

The Office of Distance of Education will be recognized as a leader in the development, implementation, and assessment of instruction through distance education technologies. The success of this office will be defined especially by the innovative, efficient services offered to support and maintain state-of-the-art technology and research based instructional methodologies.

D. Values

The Office of Distance Education adheres to the values articulated in the University mission statement and is committed to continually expanding access to higher education to all sectors of the Commonwealth, particularly those that are traditionally underserved. In all aspects of administration and management, the Office of Distance Education seeks to utilize best practices in providing technology-based instructional delivery that:

- Promote a student centered distance learning environment
- Provide multiple learning modalities to meet the needs of individual learners and support the instructional mission of the university
- Encourage course quality equal to traditional classroom instruction
- Enhance the social, environmental, and economic qualities of life throughout Southwestern Virginia.
- Encourage the development and enhancement of partnerships with four-year institutions, community colleges, and regional K-12 districts throughout the state.

II. Defining Distance Education

Distance Education can employ single or multiple synchronous and/or non-synchronous modalities or methods of communication for delivery of technology enriched curriculum.

The Southern Association of Colleges and Schools states that distance education can be defined as, “a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may employ correspondence study, or audio, video, or computer technologies”. [1]

Radford University (RU) uses several methods of “distributing” its curriculum through distance education technologies. A hybrid approach to distance education involves the selection of one or multiple delivery methods (including traditional classroom) to deliver instruction. Instructional technologies for distance education are tools that are used to deliver distance education instructional content. The instructional tools should not be the deciding factor or driving force in the decision to deliver distance education courses

and/or programs. Technology should be identified as the support tool used to plan, develop, and deliver the curriculum content. Technology within the context of distance education is the connective thread that links educator to learner.

III. Accreditation Standards for Distance Education

Radford University is accredited by the Southern Association of Colleges and Schools (SACS) and, as such, responsible for ensuring that the RU off-campus and distance education courses and programs meet or exceed the comprehensive standards applied to all educational programs. With respect to this policy, the Vice President of Academic Affairs is responsible for determining whether a new course or program for distance education delivery complies with the academic mission of Radford. RU department deans and chairs are also responsible for complying with state or international requirements for licensure or notification when departments plan to develop and/or deliver distance education courses or degree programs.

IV. RU Distributed Distance Education Modalities

A. Teleconferencing (VC)

Radford University uses Interactive television as the primary delivery method for distance education activities. Through the ATM (Network.VA dedicated telecommunications network), ISDN (telecommunications through private providers), or IP (internet network) portals, RU can provide connections to Virginia educational institutions, selected K-12 schools, and a number of state agencies. RU now has multiple videoconference distance education classrooms on the RU campus and deploys portable videoconferencing units to sites on and off campus for short-term videoconferencing requests. Extended campus sites classrooms have been added at the Roanoke Higher Education Center, Virginia Western Community College campus and the Southwest Virginia Higher Education Center in Abingdon, Virginia. The synchronous teleconferencing classes are the closest simulation to a face-to face education experience for faculty and students and were structured to parallel regular classes on campus delivery. Teleconferencing characteristics include:

- synchronous class meetings where students and faculty communicate at a specified time and place.
- extended site locations that can be point-to-point (i.e. RU Roanoke Higher Education Center) or multi-point (more than two sites).
- technical support for faculty is required
- closest parallel to a traditional on campus experience
- normally scheduled to parallel classes offered on campus.
- currently uses ATM (highest quality and dependability) connections, IP (web based), and ISDN (backup and international connections that may require additional fee)

B. Web Based Learning Instructional Technologies

Radford University uses WebCt as its course management system (CMS) and, as such, is the primary web based delivery platform for distance education and web enhanced curriculum. WebCt can be used as a web enhanced tool for instruction including, discussion boards, grade book, and research and assignment posting.

In the fall of 2004, RU adopted Macromedia Breeze (MB) to provide training and

web based videoconference capabilities. As with WebCt, the focus of the support structure for web based initiatives was built on the professional development initiatives provided by the Technology in Learning Center (TLC), Academic Computing (AC), and Information Technology (IT) services through the Faculty Development Center. Built on a strong TLC instructional development strategic mission, the TLC will work closely with the ODE in the development of a strong pedagogical foundation from which instructional technologies can be used to enhance and deliver curriculum content and develop instructional methods for engaging students at a distance. Some characteristics of web based instruction include:

- anytime/anyplace delivery
- delivered through internet providers
- opportunities for students to study and work independently
- course testing may be online or at designated sites
- course may require an initial meeting between students and faculty; this could be accomplished through on campus, extended centers, or online meeting rooms
- course materials that may be presented through print, web, media, or posted publisher materials online

Faculty may use a combination of synchronous and asynchronous meeting and chat rooms for students to engage in class activities. Normally all web based course access portals are through password access and minimum computer and internet provider access requirements are identified and posted. Video and audio may be used to deliver instruction and course information through presentation video streaming through online portals.

C. Instructional Satellite (IS)

Housed in the library, satellite services have down linked and taped over 1200 programs since 1998. Academic satellite channels have been set up for regular academic programming, dish purchases through the ITR, digital receiver purchases, and most recently, allocated funding to help fund the satellite farm located next to the facilities building. Current academic programming channels for student and faculty access include NASA programming, TechTV, Library Channels (Download programs for PBS/faculty sessions), European News, and the Chinese News Services. Satellite delivery characteristics usually are one-way synchronous connections, require audio (telephone connection) capability for two-way communication, may require extra cost, and normally can be viewed in most RU classrooms through the cable television system.

D. Hybrid Distance Education Model

Radford University uses a hybrid model for distance education when multiple delivery methods are used. Hybrid instruction reflects the interactive nature of distance education today and the use of multiple delivery technologies that may include a combination of both synchronous and non-synchronous delivery of instruction. Hybrid delivery gives faculty a choice of delivery methods that may range from one instructional technology component to multiple delivery choices based on faculty needs and requirements.

V. DISTANCE EDUCATION COURSES

Intent to deliver a distance education course form shall be used to notify the Office of Distance Education of the intent to deliver a distance learning course. (Appendices (1)/ SOP (1). The Office of Distance Education intent to deliver process is intended to provide a support notification policy and procedure for instructional technology, training, and instructional development support for distance education faculty. It is not designed to impede, replace, or supersede any RU course or program approval process.

A. Course Offerings

1. Selection: Courses delivered via distance education shall comply with assigned standards required for any Radford University academic course and be approved through the same process for any course curriculum approval as defined by the appropriate academic departments.
2. Applicability: There shall be no distinctions between courses offered through distance education and those offered on campus.
3. Rigor/Outcomes: Courses offered via distance education shall have the same rigor and expected academic standards as any RU course. All courses will meet the requirements and standards for SACS.
4. Prerequisites: Radford University distance education courses will meet the same curriculum prerequisites for university admitted students. Non-matriculated students shall demonstrate to the course instructor the necessary background for success in a particular course.

B. Course Notification Process

1. New or Redesigned Courses for Distance Education: When developing a new or redesigning an existing course for distance education the *Intent to Deliver request form* (SOP 1) from the faculty member to the Director of Distance Education provides notification of the faculty member's intention to deliver a distance education course. After review of the intent form the Distance Education Director will set up a preliminary meeting with the faculty member to review course content, instructional development support, technology training, testing needs, and student evaluation procedures. As needed, the course process will be reviewed with the faculty member by the Distance Education Curriculum Assistance Team consisting of the Director of Distance Education, Director of Academic Computing, and the Director of the Technology in Learning Center. The process is designed to assist departments and faculty in the design, instructional technology selection, and development timelines for the course.

C. Distance Education Course Evaluation

1. Standard Course Evaluation: Faculty teaching at extended campus sites and through distance education are subject to the same policies for

faculty evaluation as faculty who teach on campus. These policies are articulated in the Radford University Teaching and Research Faculty Handbook. As such, the ODE is not involved in any faculty course evaluations.

2. Additional Evaluations: Additional evaluations of technology delivery and integration shall be conducted with the approval of the faculty member to help evaluate and improve support of faculty in course design, delivery and student support. Evaluations matrix will be reviewed and administered upon approval by the faculty member delivering the course.
3. Documentation: All evaluations and analysis of evaluations will be included in the end of semester debriefing between the Director of Distance Education and the faculty member.

D. Examinations and Testing

1. Proctored Exams: If required, the College of Graduate and Extended Education can assist the faculty member in the identification of a site for proctored exams at RU controlled sites.
2. Web Based Exams: The ODE will work with the faculty member in the development and identification of exam delivery choices for distance education.

E. Accessibility: The RU Office for Students with Disabilities and the ODE will work with distance education course faculty in the identification and support of special needs for students taking courses at a distance.

F. Library Support for Distance Education Activities: The ODE will work with the RU Library staff and administration in the identification of new or expanded library resources for distance education students. The distance education team will work with the library in the identification of special library access needs for courses and programs.

McConnell Library provides printed information as well as information on its web site specifically for off-campus users, including those enrolled in classes delivered using distance learning technologies. Students and faculty can access RU's McConnell Library with a direct link to the Brown Library at <http://lib.runet.edu/extend/services.html>.

McConnell Library, in cooperation with our extended-campus partner libraries, is committed to providing excellent and equitable library services to all our distance education students and faculty. There is a wealth of information available to anyone registered with Radford University, and the McConnell Library staff is available to help. Services provide include:

- Obtaining books, journal and magazine articles, and other library materials: How to find and receive materials and publications
- Reserves: How faculty can have reserve materials at distant sites

- Library instruction: How faculty can arrange instruction for their classes
- Reference Services for extended-campus students
- Partner libraries and on-site contacts: direct links to partner libraries at extended campus sites

Other services and information:

- Interlibrary Loan - Request books and journal articles not owned by McConnell Library
- Electronic Resources and Databases - A listing of many RU electronic products, including an alphabetical listing of all of electronic resources and databases, lists of our full-text databases, links to our subject guides, and more.
- McConnell Library Online Catalog - An index to everything McConnell Library owns, including books, videos, CDs, and journals (not journal *articles*, but it will tell you which journal titles we subscribe to). Extended campus students may also use the “Please send me this item” link to have items sent directly to your home.
- Periodical list - Journal titles available to Radford University students and faculty.
- Subject Guides - Lists appropriate electronic resources and web sites for each subject area.
- Virtual Handout Rack - An online collection of many of McConnell Library’s handouts, including citation style guides, database guides, McConnell Library services and information, and more.
- Highlander Guide to the Library - McConnell Library’s online tutorial to library research. An excellent place to go to find information about how to do research, including everything from where to find information to evaluating resources and citing sources.

McConnell Library staff provides assistance to faculty and students in securing materials, placing materials on reserve, research assistance, and other support. Each student enrolled in any Radford University class is provided with a free account that provides e-mail, modem connectivity, and individual web pages. [2]

VI. DISTANCE EDUCATION PROGRAMS

Policies and procedures for program approval have been established to promote the development and operation of an educationally sound and coordinated system of distance education course and programs at Radford University. These policies and procedures are intended to provide a systematic process for planning and initiating new distance education programs with specific attention focused on the following areas: the evaluation of new distance proposals; resource allocation, provisioning, and maintenance; implementation and support of programs; utilization of distance learning technologies in the delivery of distance education courses and programs ; and review, evaluation, and assessment of each course and program. For College of

Graduate and Extended Education campus program policies refer to the *Policies and Procedures for the Development and Delivery of Extended Campus Courses and Programs* maintained by the College of Graduate and Extended Education.

A. Program Offerings

1. RU Mission Compatibility: Programs offered via distance education shall be consistent with the role and mission of Radford University and the departments delivering the program.
2. Accreditation Standards: All new programs assigned as distance education programs shall adhere to the program standards previously referenced for SACS and SCHEV requirements and accreditation.
3. Equivalency: There shall be no distinctions between programs offered through distance education and those offered on the RU campus.
4. Extension of Campus-Based Offerings: Only approved academic course and programs shall be offered for distance education delivery.
5. Selection Authority: Selection of programs for distance education is the responsibility of the respective academic department chair, Dean, and Vice President of Academic Affairs.
6. Faculty Oversight: Qualified faculty shall provide oversight of a program that is offered via distance education to insure currency of the program, its courses, and resources.
7. Program Value: Each program of study shall adhere to the same standards and learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
8. Program Development Process:
All departments and colleges will submit the Intent to Develop and Deliver a Distance Education Program form (Appendices/SOP 2). The notification process for distance education delivery of courses begins at the department level by submission of a request from the department chair to the Director of Distance Education. The process is designed to assist departments and faculty in the design, instructional technology selection, and development timelines for the course. As individual courses are identified the Distance Education Curriculum Assistance Team consisting of the Director of Distance Education, Director of Academic Computing, and the Director of the Technology in Learning Center will assist and support departments and faculty in the selection and design choices for the new or revised courses.

- B. External Accrediting Bodies**: As necessary and appropriate, a proposed program shall complete the approval processes of state, regional, or other agencies or associations germane to the conduct of the academic program at Radford University as determined by the faculty member and department.

- C. Scheduling:** Scheduling distance education courses will be through normal course department channels. For fixed video conference classrooms, departments will notify the ODE of a class that may need distance capable classroom at more than one site. (i.e. broadcast of a class from the RU campus to the Roanoke Higher Education Center).
- D. Accreditations:** Distance education programs shall meet the same requirements as resident programs holding special accreditations.
- E. Program Continuation:** Once implemented, the offering academic units and the university commit to ongoing support, both financial and technical, and to the continuation of the program for a period sufficient to enable admitted students to complete the program.

VII. SUPPORT OF FACULTY IN THE DESIGN, DEVELOPMENT, AND DELIVERY OF DISTANCE EDUCATION PROGRAMS AND COURSES: Through collaboration between the Office of Distance Education, Academic Computing, and the Technology in Learning Center instructional development and training for distance education evolved into a collaborative support model.

- A. Faculty Support for Distance Education Initiatives:** RU faculty will have appropriate support services and resources to provide an efficient and effective support model in support of the effective teaching at a distance.
- B. Quality Enhancement Plan:** The ODE will work collaboratively with distance education faculty to ensure that stated goals and objectives outlined in the RU Quality Enhancement Plan and identification of student engagement techniques are integrated into all delivery methods and modalities.
- C. Telecommunications Support:** RU telecommunications and network departments will ensure that faculty have adequate and timely support in the delivery of synchronous classes delivered to extended campus sites.
- D. Collaborative Support Model:** Distance Education at RU is predicated on a collaborative support model. Through collaboration between the Office of Distance Education, Academic Computing, the Technology in Learning Center, the College of Graduate and Extended Education, Information Technology Resources, Faculty Development Center, and RU departments and administration, instructional design, development, training, and support for distance education would not be possible. The distance education hybrid support model concept parallels the RU hybrid technology delivery model and provides a foundational base from which faculty, staff, and administration can reference for assistance in instructional design and development for distance education applications.
- E. Professional Development for Distance Education:** The RU Academic Computing (AC), Technology in Learning Center (TLC), and the Office of Distance Education (ODE) have developed and deployed a comprehensive WebCt professional development program for faculty and staff. Web based

technologies are used to develop and deliver hybrid Web enhanced instruction using a number of delivery combinations including videoconferencing, video streaming, web-based and face-to face instruction. Training opportunities are offered throughout the year through selected professional development events as well as one-on one training sessions with individual faculty.

VIII. FACULTY ROLES AND RESPONSIBILITIES FOR DISTANCE EDUCATION

Every effort is made to identify qualified and motivated faculty to teach in distance education program courses. All faculty are subject to the appointment and review policies outlined in the Teaching and Research Faculty Handbook. To ensure comparability with on campus programs, the established practice is to engage individuals who have already been appointed as faculty members on campus. Programs and courses may include a combination of part-time and full-time faculty, or non-tenure track and tenure-track faculty.

When it is not possible to use full-time faculty to teach distance education courses, adjunct faculty may be retained to teach distance education courses. Adjunct faculty are approved by the appropriate department and University Governance through an established review process. When approved, part-time faculty teaching distance education courses are accountable to the department for their performance. Part-time faculty who are selected to teach classes at the graduate level must be approved for Graduate Faculty status as stated in the College of Graduate and Extended Education policies. All support and training opportunities are available to adjunct faculty.

- A. Faculty Qualifications:** It is assumed that faculty selected for a distance education course and programs have the same expertise and qualifications requirements as any RU resident campus class.
- B. Course Requirements:** All course work designed and deployed as a distance education course shall have the same instructional rigor as assigned to any RU course.
- C. Course Management:** RU faculty shall retain all rights and responsibilities for course selection and delivery modality. The ODE will assist faculty in the development and support process.
- D. Course Content:** RU faculty shall have full control of distance education course materials and curriculum content.
- E. Copyright:** Radford University currently has a proprietary and copyright policy and guidelines for development and application of instructional materials in traditional teaching and learning as identified in the RU Faculty Handbook.
- F. Intellectual Property Rights:** Refer to the Radford University Faculty Handbook.

G. Course or Program Revisions: RU faculty has full autonomy in the revision and changes to any distance education course. The ODE will work with the faculty member in the revision, change, or discontinuation of any distance education course or instructional materials.

IX. STUDENTS: SUPPORT SERVICES FOR DISTANCE EDUCATION

Distance education students shall receive clear, accurate, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, required technological competence and skills, technical equipment requirements, availability of academic resources, availability of student services, program/course costs and payment policies, dates, time frames and deadlines, academic policies and appeals processes, availability of disability accommodations and procedures for accessing these resources

A. Advising. Advising students enrolled in distance education and extended campus locations is an essential service that must be provided. RU distance education students primarily are graduate level adult learners who enroll part-time. They see advising as essential to the timeline each has established for the completion of his/her educational goals. References and information related to advising can be located in the Undergraduate Catalog, Graduate Catalog, and Student Handbook.

B. Student Assessment. The responsibility for assessing student performance resides in the individual colleges, departments, and faculty to determine the most appropriate method for evaluating student performance in their courses. The Office of Distance Education and design team will work with the faculty member and department to identify the advantages and/or disadvantages of distance education modalities for web based and synchronous testing. Grading practices for specific courses are established by the individual faculty member in accordance with university policy and are provided in course syllabi. The appeals process for academic matters is published in the undergraduate and graduate catalogs and the student handbook and serves to ensure consistency between grading practices and policy.

C. Student Support Services. At Radford University, distance education courses and programs are required to adhere to the same rigorous standards as on-campus programs. While this principle is important, it is also unrealistic to expect that all aspects of a distance education course or program will be identical to those of an on campus program, particularly with regard to student support services. In some instances student engagement may be enhanced by the inclusion of discussion chat rooms and the ability to review course materials and lectures asynchronously. The University will make every attempt to provide essential services for students that facilitate their progress through a degree program or to the successful completion of a course or courses.

D. Resources: The Policies and Procedures identified in this document and the Development and Delivery of Distance Education Courses and Programs

require that departments desiring to implement distance education and extended campus programs review the impact of the program on existing resources and identify the cost models that will be available to provide the additional resources that will be required to sustain the program.

- E. Students with Disabilities:** The University shall provide appropriate program accommodation and support services for students with special needs.

X. EVALUATION AND ASSESMENT

Faculty teaching through distance education modalities are subject to the same policies as faculty who teach on campus. These policies are articulated in the Radford University Teaching and Research Faculty Handbook.

A. Evaluation of Course Offerings

1. Standard Faculty Evaluation: Refer to the Radford University Faculty Handbook.
2. Added Evaluation Items: Additional distance education process evaluations will be administered to evaluate the effectiveness and efficiency of the instructional technology delivery systems, access to academic resources, access to faculty, and access to student services.
3. Use of Evaluation Results: Program heads shall review evaluation results with assigned faculty, support staff, and the Office of Distance Education to facilitate the continual refinement of distance education course offerings.
4. Record Keeping: Consistent with the policies governing on-campus course evaluations, documentation of distance education course evaluations and of the proactive use of the results shall be maintained in the offering each college and/or department.

B. Assessment of Programs

1. Standard Academic Assessment: Each distance education program shall be assessed in the same manner and generally at the same frequency as the specific department's assessment of programs offered on campus. Elements covered in the assessment shall include educational effectiveness, student learning outcomes, and retention.
2. Use of Results: The program head shall review assessment results with assigned faculty, distance education and technical staff, and cooperating service unit heads to facilitate the continual refinement of the distance education program.
3. Record Keeping: Documentation of this process and of the proactive use

of the results shall be maintained in the offering unit office and be available for review.

- C. Outcomes:** Student outcomes and learning for distance education programs and courses shall compare with student learning for any course and or program comparability: Student learning in distance education programs shall compare favorably to student learning in campus-based programs. Record Keeping: Documentation of outcomes shall be maintained in the offering unit office and be available for review.

XI. OFFICE OF DISTANCE EDUCATION (ODE) ADMINISTRATIVE STRUCTURE

- A. Duties:** The ODE will provide leadership and coordination in support of faculty distance education course and program activities including:
1. Leadership in the development and implementation of DE initiatives.
 2. Facilitator of DE policy development
 3. Working collaboratively with Academic Computing, Technology in Learning Center, Network Services to identify training, instructional development, to support faculty distance education activities.
 4. Working with RU administration to ensure SACS and SCHEV compliance for Distance Education
 5. Developing DE partnerships with state four year and community college partners to support distance education course and program development for faculty and departments
 6. Working with the Technology in Learning Center in the Design and Development of distance education courses and programs
 7. Assisting in the pedagogical choices for distance education
 8. Working with academic computing in the identification and design of training for distance education activities.

XII. TECHNOLOGY IN LEARNING CENTER (TLC) FOR DISTANCE EDUCATION

- A. Collaborative Distance Education Support:** The TLC WILL TAKE THE LEAD IN Instructional Development for Distance Education and work collaboratively with the ODE and on administrative and instructional development issues and Academic Computing in the technical and training support of distance education activities.
- B. Overview and Responsibilities for RU Distance Education:** The role of the Technology in Learning Center (TLC) in Radford University's distance education environment is to provide instructional design and development support to faculty who are engaged in designing new or repurposing current classes for an alternative delivery format. As such, the TLC will provide support to faculty by facilitating a process in which faculty will be assisted with the design, development, and evaluation of their distance education courses. This process will be rooted in instructional design methodology and will be integrated with learning theory and cognitive development.
- C. Training for Distance Education:** The TLC will take the lead and work with

the ODE, Academic Computing, and the Professional Development Center in the identification and scheduling of distance education related training opportunities for faculty, staff, and technical support.

- D. Instructional Design and Development:** Refer to Appendices (5), SOP (3), for instructional design and development guidance for faculty.

XIII. ACADEMIC COMPUTING FOR DISTANCE EDUCATION (AC)

- A. Overview:** The Academic Computing Director will work collaboratively with the ODE and the TLC Directors, Departments, and Vice President of Academic Affairs in the technical training and support of distance education course and program development and delivery. Identified collaborative support model duties include:
1. Application specific training as needed.
 2. Assist faculty in the integration of technology after instructional development and design considerations are met
 3. Coordinate related server maintenance and support
 4. Provide network and application support for students and faculty
- B. Support Issues:** The Director of Academic Computing will work with the ODE, TLC, Deans Council, and Vice President of Academic Affairs in identification of expanded support models for support of distance education activities.

XIV. RU DISTANCE EDUCATION FINANCIAL STRUCTURE AND ADMINISTRATIVE STRUCTURE

- A. RU Interactive Teleconferencing Network Distance Courses:** Radford University policies in the use of RU extended campus site facilities and require access to off-campus center sites and facilities is facilitated through the College of Graduate and Extended Education (reference Policy and Guidelines for the College of Graduate and Extended Education).
- B. Web Based Support:** TBD
- C. Technical Support for RUI Teleconference Classes:** Technical support and scheduling for distance education courses are managed by the Office of Distance Education...
- D. Telecommunication Support:** The ODE Director works directly with the senior ITR engineer to ensure scheduling, maintenance, repair, and technical assistance assignments are made to support all RU telecommunications needs for instruction, meetings, conferences, and special activities to support faculty, staff, and administration.
- E. Instructional Satellite Support.** The ODE Director works directly with the

RU media support coordinator in scheduling of professional development, meetings, conferences, and special events utilizing RU instructional satellite services.

- F. **Telecommunications and Satellite Income Model:** RU will, at times field requests for telecommunications support from educational institutions, state agencies, and or private business for meetings, conferences, depositions at a distance, or student interviews for positions. Policy and fee structure SOP can be found at end of document. (SOP 4).

Appendices (1)

Office of Distance Education

**DISTANCE EDUCATION COUSE DEVELOPMENT
Standard Operating Procedures (1)**

Support Checklist to Develop/Deliver a Distance Education Course

SOP (1)
Radford University

Intent to Deliver a Distance Education Courses

The notification process for distance education delivery of a course begins at the department level by submission of a request from the faculty member to the department chair to the college dean. Each college will follow the same established RU procedures for approval of any course delivery. The Office of Distance Education form shown below provides a notification method for the faculty member and department to provide a statement of intent to deliver a distance education course to the Office of Distance Education. It is a supportive guide to assist the faculty member in the identification, training, instructional development concerns, and technical support needs for delivery of a distance education courses. It is designed only as a notification and support document and not as an approval process.

For distance education, the syllabus of the course will be the initial entry document for the RU distance education planning team (Appendix 4). The strategies used to communicate the course content, testing or student evaluation procedures, i.e., the course format, will be examined against minimum standards established at the university level by a distance education development team to assist departments and faculty in the selection and design choices for the new or revised course and any additional standards established by the college faculty. The selection of a course for distance education delivery is the decision of the department but should be based on several criteria.

1. Characteristics of the targeted student population
2. Resource and development cost of the course
3. The potential and viability of the course
4. Does the course meet the mission and strategy of RU and the academic department
5. Does the requested course and/or program require a substantive change as defined by SACS
6. New distance education courses and programs should adhere to the same RU policies and procedures that guide and govern the development and delivery of traditional campus based instruction.
7. Academic departments will retain all control of all course content and curriculum standards including selection of faculty and the
8. All course and programs developed through the RU distance education DECAT team should be identified by faculty as an RU distance education course and affiliated with respective RU departments

B. Course and Program Accreditation Standards Compliance

Radford University is accredited by the Southern Association of Colleges and Schools (SACS). The general areas of the guidelines that must be addressed include:

1. Curriculum and Instruction (rigor of program, appropriate technologies, currency of materials, interaction between student and faculty and among students),
2. Evaluation and Assessment (assess student success, educational effectiveness, integrity),

3. Library and Learning Resources (access to library resources and technology support), and
4. Student Services (financial aid, academic advising, placement and counseling, student grievances, informational materials, student admission standards).

Office of Distance Education

Support Checklist to Develop/Deliver a Distance Education Course

This is not an approval request or process for a distance education course. This support form will help the Distance Education Curriculum Team consisting of directors and support personnel from RU Distance Education, Academic Computing, and the Technology in Learning Center, to assist and facilitate the design, development, and support of your distance education class.

Date _____

A. Faculty/Instructor Information

NAME _____

Department: _____

Office Location _____

Email: _____

Phone _____

- Is this a new course? Yes No

- If this is a current course, please list the course number. _____

- Graduate
- Undergraduate
- Non-Credit

- Is this a re-purposed course for distance education? Yes No

- Graduate
- Undergraduate
- Non-Credit

- First Projected Semester/Year this course will be taught. _____

- Short Course Description (Please attach syllabus if available)

- Are there any special accreditation issues with this course? Yes No

Describe in detail:

- Has course been scheduled? Yes No With whom?

- If a synchronous course, what time and days will the class meet?

B. Course Design and Delivery Considerations

Please answer the following questions based on (a) how you typically teach this or similar courses in a traditional format and (b) ideas you have for designing your course for an alternative delivery modality. *Note: during this process, you will work with an instructional design consultant to support you with the pedagogy and methods of distance learning – this document is merely for planning purposes.*

Please check all boxes that describe instructional strategies/methods that you think would be most appropriate to facilitate learning in this course. (check all that apply)

- Direct instruction (lectures)
- Collaborative learning (group work)
- Project-based learning
- Case-based instruction
- Lab/clinical/hands-on activities
- Research/inquiry-based instruction

What types of assessments do you anticipate using to measure learning? (check all that apply)

- quizzes
- exams
- lab activities
- written papers/essays
- projects
- other

Given what you know about the instructional technologies available to you and your anticipated instructional activities, please select which components you would like to include in your course.

	Yes	No	Need more Information
Live Lectures using Video Conferencing			
Interactive Live rooms with Video, Audio and Chat capabilities			
Local computer applications demonstrated by instructor must be visible to students			
Recorded PowerPoint Lectures viewed by students at their leisure			
Live Online Office Hours			
Online threaded discussion boards.			
Electronic Assignment Dropbox			
Online quizzes or exams			

- Will your course require any special considerations for access to library resources for your students? YES NO

- If not sure, would you like to meet with the Library Distance Education Resource liaison?

YES NO

C. Have you attended any Our Turn or Special Training Sessions on the following Instructional Technologies

- RUITV (VTEL) Yes No

- WebCt Yes No

- Macromedia Breeze Yes No

- If other, specify below

NOTE: If the course requires dedicated distance education classroom space on or off campus for synchronous class sessions (RUITV) please answer the next section (D). If not, please STOP here. If not sure discuss with any member of the Distance Education Development Team.

D. RUITV (Interactive TV fixed classrooms) Scheduling and Site Location Information.

Is this a new RUITV course or program market? Yes No

Is this a current course market delivery request for RUITV ? Yes No

Locations: If known, identify locations

1. Roanoke Higher Education Center

2. Virginia Western Community College (Thomas Center)

3. Abingdon Higher Education Center

4. Staunton (Disabilities Center)

5. Other class location requests. (please specify)

Appendices (2)

Office of Distance Education

**DISTANCE EDUCATION PROGRAM
DEVELOPMENT**

Standard Operating Procedures (2)

SOP (2)

**Radford University
Office of Distance Education**

Intent to Develop and Deliver a Distance Education Degree or Certificate Program

Submitted By _____

Date _____

The following information will help provide information for department Deans, the Office of Distance Education, and the Vice president of Academic Affairs information and planning notification to support the development and deployment of a distance education a program. This notification and planning document does not supersede and/or replace any approval processes for an academic courses or program approvals.

1. Proposal Category

- a) Department _____
- b) Course (title & number) _____
- c) Sequence of Courses(title & number) _____

- d) Program (Title) _____
- e) Certificate (Title) _____

2. Will the program be a hybrid approach (mixed instructional technology/face-to-face delivery)?

Yes No

3. Primary Mode of Delivery (RUITV, Web based, Hybrid)

4. Is the program co-hort based?

Yes No

5. If a graduate program has the Proposal to the Graduate Academic Course and Program Review Committee request through the graduate college been completed?

6. Resources Required

- a) Extended Education Locations (Roanoke, Abingdon,)

- b) New Synchronous Location (community college, education center)

- c) Web Based (WebCt, Breeze)

- d) Hybrid Delivery (Two or more delivery modes)

7. Accreditation:

Does the program constitute a substantive change as defined by SACS.

Yes No

Radford University is accredited by the of the Southern Association of Colleges and Schools (SACS) and Commission on Colleges (COC). RU is responsible for ensuring that new programs and courses for distance education follow COC criteria and procedures with respect to any distance education activities that may constitute a substantive change as defined by SACS. With respect to this policy, the Vice President of Academic Affairs is responsible for determining whether the program will require prior notification and approval as defined by SACS. Actual authorization to offer the proposed program will come from the Vice President of Academic Affairs and respective College Dean when the proposed program is approved. RU departments are also responsible for compliance with, other state (SCHEV) or University College requirements for licensure or notification when they plan to offer distance education courses or degree programs.

Prior Approvals

The approval process is designed to parallel normal RU course and program approvals. Additional notification signatures provide information and planning schedules for the Office of Distance Education.

Department Curriculum Head

Date

Department Head

Date

Office of Distance Education (for notification purposes only)

Date

College Curriculum Committee

Date

College Dean

Date

Professional Education Committee (if applicable)

Date

Dean, College of Graduate Education

Date

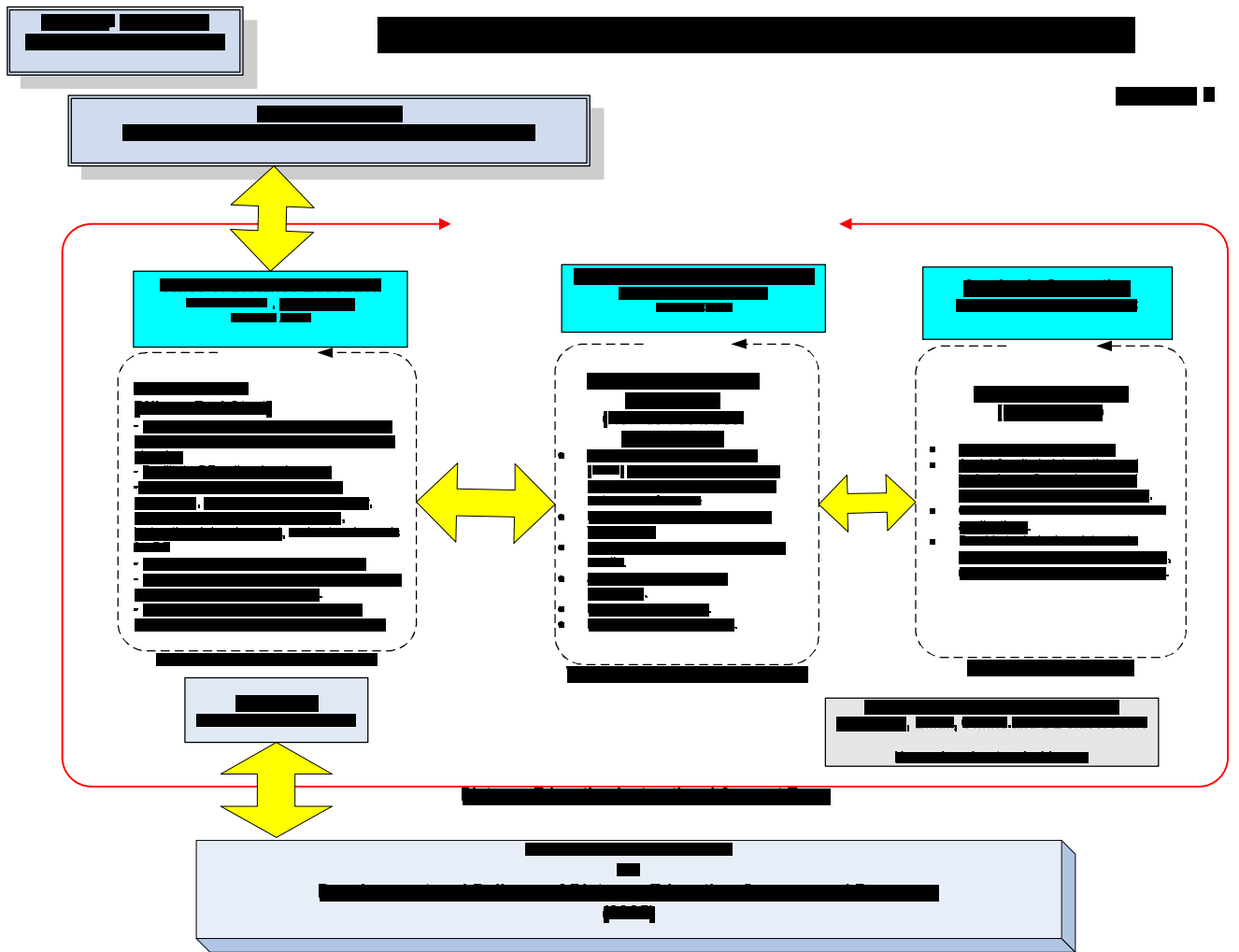
Vice President of Academic Affairs

Date

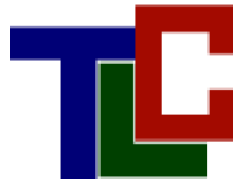
Appendices (3)

Office of Distance Education

**Instructional Administration, Design, and Support
Model for Distance Education**



Appendices (4)

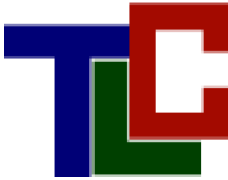


Technology in Learning Center

Instructional Design and Development of Distance Education
Courses

Procedure Overview document

SOP (3)
Radford University



Technology in Learning Center

Instructional Design and Development of Distance Education Courses

Procedure Overview document

Overview

The role of the Technology in Learning Center (TLC) in Radford University's distance education environment is to provide instructional design and development support to faculty who are engaged in designing new or repurposing current classes for an alternative delivery format. As such, the TLC will provide support to faculty by facilitating a process in which faculty will be assisted with the design, development, and evaluation of their distance education courses. This process will be rooted in instructional design methodology and will be integrated with learning theory and cognitive development.

During the definition stage of the process, the TLC director will meet with the faculty member to perform initial needs, learner and contextual analyses. This will provide the background information needed to begin to move forward into a more specific course design. All information discussed will be recorded in a design document.

The TLC director will share with the faculty member criteria and benchmark standards for exemplary distance education courses. Benchmark information such as the CSU Chico rubric¹ will be utilized to structure the process and define criteria of development related to areas such as: learner support and resources; online organization and design; instructional design and delivery; assessment and evaluation of student learning; innovative teaching with technology and faculty use of student feedback. A checklist based on the attributes of exemplary online classes has been adapted from the rubric and is attached to the end of this document.

During the define phase, faculty and TLC staff will perform a comprehensive instructional analysis, which will include the identification of skills, knowledge and attitudes that should be encompassed within the course content. After completing the instructional analysis, instructional objectives will be drafted, sequenced and chunked into units of instruction.

¹ Retrieved from: <http://www.csuchico.edu/celt/roi/>

Design

During the design phase, the faculty member and TLC staff will begin to identify pedagogical approaches and media development options through which content can be delivered. At such time, the development team will utilize the learning design plan form (appendix) to identify assessment and learning events that will address instructional objectives within each unit.

During this phase, the staff of the TLC will also work with the faculty member to research and identify media and technology-based solutions aimed at delivering dynamic, interactive, and high-quality learning activities. Ideas and activities will be prototyped as necessary and as time allows.

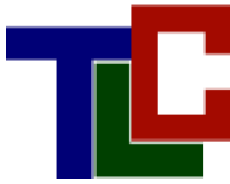
Develop

During the development stage, the TLC, in collaboration with Academic Computing staff as necessary, will work with the faculty member to develop media and to construct the infrastructure of the course. TLC/AC staff will work primarily within a training/coaching capacity to assist faculty with achieving the competencies needed to utilize technology-based solutions to teaching and learning, but will also work with the faculty to assist with the development of high-end media and specialized applications.

Staff will also work with the faculty member in a project management capacity and will help the faculty member set deadlines, identify resource needs, and chart progress of the project.

Disseminate

After the course has been developed, the staff will work with the faculty member to develop a formative evaluation plan. The formative evaluation of the course will be designed to assess the effectiveness of the learning materials to guide future revisions of the course. This data, in turn, will be used to modify materials for any future iterations of the course.



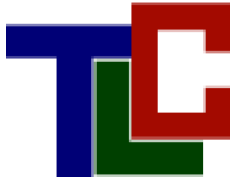
Technology in Learning Center

Online course design

Design/resources checklist

Category	Benchmark	Comments
1. Learner support and resources	<input type="checkbox"/> extensive info about being and online learning – links to campus resources <input type="checkbox"/> variety of course-specific resources, contact info for instructor, dept and prog <input type="checkbox"/> access to a wide range of resources supporting course content	
2. Online organization and design	<input type="checkbox"/> well-organized and easy to navigate <input type="checkbox"/> syllabus delineates the role the online learning environment will play in the total course <input type="checkbox"/> accessibility issues addressed	
3. Instructional design and delivery	<input type="checkbox"/> ample opportunities for interaction <input type="checkbox"/> goals are clearly defined and aligned to learning objectives <input type="checkbox"/> learning objectives are identified – activities are integrated <input type="checkbox"/> multiple visual, textual, kinesthetic activities to enhance learning <input type="checkbox"/> provides activities to help students develop critical thinking skills	
4. Assessment and evaluation of student learning	<input type="checkbox"/> activities to assess student readiness for course content and mode of delivery <input type="checkbox"/> objectives, instruction & assessment aligned <input type="checkbox"/> multiple assessment strategies used <input type="checkbox"/> regular feedback provided in timely manner	
5. Innovative teaching with technology	<input type="checkbox"/> variety of technology tools used <input type="checkbox"/> teaching methods applied to enhance learning and engagement <input type="checkbox"/> variety of multimedia elements/learning objects used	

6. Faculty use of student feedback	<input type="checkbox"/> multiple opportunities for students to give feedback on course content <input type="checkbox"/> ease of online technology <input type="checkbox"/> uses formal and informal student feedback in an ongoing planning	
------------------------------------	--	--



Technology in Learning Center

Learning Design Plan

Course: _____

Instructor/Developer: _____ Instructional Designer: _____

Module/Unit title:			
Instructional Objectives	Assessment activities	Learning events	Media/resources required

Appendices (5)

Glossary of Telecommunications Terms

Asynchronous distance education courses are characterized by intermittent, as-needed communication. These courses are conducted from any location, at times chosen individually by the participating students and faculty. There are no fixed class times or locations, and not all students are in communication at the same time with the instructor or each other. The work of both the students and their instructor is accomplished outside the traditional classroom. Students may only appear on campus to use resources, take examinations, and purchase textbooks.

Synchronous distance education courses are characterized by live two-way communication and have a very similar instructional format to more traditional classroom instruction. At Radford University these courses are taught over the compressed video network.

ATM

Asynchronous Transfer Mode. High speed (up to 155 Mbps), high bandwidth, low-delay, transport technology, integrating multiple data types (voice, video, and data). ITU has selected ATM as the basis for the future broadband network because of its flexibility and suitability for both transmission and switching. May be used in the phone and computer networks of the future.

Bridge

In videoconferencing vernacular, a bridge connects three or more conference sites so that they can simultaneously communicate. Bridges are often called MCU's - multipoint conferencing units. In IEEE 802 parlance, a bridge is a device that interconnects LAN's or LAN segments at the data-link layer of the OSI model to extend the LAN environment physically. They work with frames (as opposed to packets) of data, forwarding them between networks. They learn station addresses and they resolve problems with loops in the topology by participating in the spanning tree algorithm. Finally, the term bridge can be used in audio conferencing to refer to a device that connects multiple (more than two) voice calls so that all participants can hear and be heard.

Broadband

The term applied to networks having bandwidths significantly greater than that found in telephony networks. Broadband systems are capable of carrying a large number of moving images or a vast quantity of data simultaneously. Broadband techniques usually depend on coaxial or optical cable for transmissions. They utilize multiplexing to permit the simultaneous operation of multiple channels or services on a single cable. Frequency division multiplexing or cell relay techniques can both be used in broadband transmission.

Distance learning

The incorporation of video and audio technologies into the educational process so that students can attend classes and training sessions in a location distant from that where the course is being presented. Distance learning systems are usually interactive and are becoming a highly-valuable tool in the delivery of training and education to widely-dispersed students in remote locations or in instances where the instructor cannot travel

to the student's site. Distance learning or education is instruction that takes place when teacher and students are geographically separated. Telecommunications technologies link them on an inter-district, interstate, intrastate or international basis.

Gateway (V-Gate)

The original Internet term for what is now called router or more precisely, IP router. Refers to systems that translate from one native format to another. A V-Gate will convert ATM formats to ISDN or vice versa.

Integrated Services Digital Network (ISDN)

A set of protocol and interface standards that effectively constitute an integrated (voice, video, and data) telephone "network." These standards promote global availability and compatibility of ISDN products and services. The two types of ISDN discussed are Basic Rate Interface (BRI) and Primary Rate Interface (PRI). ISDN BRI (ISDN Basic Rate Interface) is the interface to connect the desktop to the digital long distance network. ISDN BRI provides two 64Kbps B ("bearer") channels to carry information content, the voice, video, and data substance of a transmission. A separate 16Kbps D ("data") channel is used for call setup and signaling. ISDN BRI is often called "2B+D" ISDN, for its combination of two B and one D channel.

Multipoint Control Unit (Bridge)

(MCU) A device that bridges together multiple inputs so that more than three parties can participate in a videoconference. The MCU uses fast switching techniques to patch the presenters or speaker's input to the output ports representing the other participants. Virginia Tech and the Virginia Community College System currently have multipoint bridges. Bridges are expensive and require a dedicated network technician or programmer to schedule and operate.

Network

A group of stations (computers, telephones, or other devices) connected by communications facilities for exchanging information. Connection can be permanent, via cable, or temporary, through telephone or other communications links. The transmission medium can be physical (copper, wire, fiber optic cable, etc.) or wireless, for example via satellite

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