Guidelines:
Institutional Report on Distance Education and Off-Campus Instruction
Version 2004.1
November 10, 2004

Part 1 Introduction

In an effort to provide for quality distance and off-campus education across the state of Texas and beyond, the Texas Higher Education Coordinating Board (CB) requires each public institution of higher education as defined by Sec. 61.003 of the Education Code (except "other agencies of higher education") intending to offer distance education and off-campus courses and programs to submit an Institutional Report for Distance Education and Off-Campus Instruction (IRDE) for review and approval.

An Institutional Report for electronically delivered and off-campus instruction applies to all forms of electronically delivered instruction (including that delivered on-campus) and to off-campus, face-to-face instruction as defined by Chapter 4, Subchapter E of the CB's Rules and Regulations. Electronically delivered courses are defined as those where more than 50% of the learning takes place with the instructor and student in different physical settings. Off-campus instruction takes place when one-half or more of the instruction is delivered with the instructor and student in the same physical location and where the location meets one of the following criteria:

1. away from the main campus for senior institutions, Lamar state colleges, and public technical colleges; or
2. outside the taxing district for public community/junior colleges.

Other definitions and review procedures are given following these Guidelines.

The goal of the Report process is to assist an institution in its efforts to deliver quality distance education courses and programs. The Report is intended to complement an institution's submission to other state or federally recognized accrediting or credentialing agencies.

The Institutional Report should address the issues outlined below, and CB rules require a five-year cycle review cycle. Copies of interim submissions for new activities or programs that are required to be reported to the Southern Association of Colleges and Schools (SACS) or to other accrediting and credentialing agencies should also be sent to the CB.

SACS will no longer be evaluating distance education separately; it is being integrated into examinations of various institutional components (e.g., student services, academic programs, etc.). However, SACS does have a Distance Education Policy (http://www.sacscoc.org/pdf/distance.pdf). CB’s IRDE Guidelines have been revised to incorporate additional topics now covered by the SACS policy.

Part 2 Current Distance Education and Off-Campus Program Offerings and Modes

An Institutional Report should be submitted if an institution offers any courses through distance or off-campus education and/or if it receives distance education courses from other higher education institutions. To provide context for the Report’s content, please list all programs (not courses) currently offered or projected to be offered via instructional telecommunications, off-campus
instruction, or a combination of distance modes during the next year; and the mode(s) of delivery for each program.

A sample reporting form entitled "Degree and Certification Programs Imported or Exported Via Distance Education and Off-Campus Delivery" is attached. To reiterate, the Institutional Report should cover both instructional telecommunications (such as the Internet, two-way interactive video, videotape) and off-campus, face-to-face instruction delivered off the main campus for universities and health-related institutions and outside the taxing district for community colleges.

**Part 3 The Institutional Report**

Institutional academic and administrative policies should reflect a commitment by the institution or district to maintain the quality of the distance education and off-campus programs in accordance with provisions provided in CB Rules, Chapter 4, Subchapter E; with the standards adopted by accreditation agencies; and with the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* as adopted by the Coordinating Board.

Institutions should indicate compliance or non-compliance with each statement by placing a “Yes” or “No” on the line preceding each statement. Please provide explanations and comments that describe briefly how your institution handles each topic in an accompanying document. Any attachments (e.g., policies, more detailed explanations, etc.) should be clearly marked with the Section and Number of the Guidelines to which they apply in the appropriate order. For attachments, include only those portions of referenced reports that apply to a guideline topic, not an entire report. As appropriate, present responses for each of the separate delivery methods, including off-campus instruction, used by your institution.

An institution must give a one to three paragraph response to each question. Your institution’s previous Institutional Plan should be reviewed, and your current report should present any changes and improvements since the institution’s previous submission. Improvement activities that are underway but not completed should also be mentioned. Electronically delivered and off-campus instruction operates in a dynamic arena. Changes to keep pace with technology and current challenges and opportunities are expected.

Your institution’s Chief Academic Officer must attest to compliance with the Guidelines. If an institution is not in compliance with one or more of the Guidelines, the institution should describe steps being taken to achieve compliance.

**Section 1 Institutional Issues**

0. Give Institutional Report Guideline version used. This version is called **IRDE-2004.1**.

1. The institution documents compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (PPG)*. Does your institution use the PPG Course Guide (an example of compliance documentation) when developing new courses or evaluating existing courses? ([http://www.thecb.state.tx.us/AAR/DistanceEd/PPGCourseGuide.pdf](http://www.thecb.state.tx.us/AAR/DistanceEd/PPGCourseGuide.pdf) ) If not, please attach an example of the course evaluation form that you use and explain how it allows you to confirm compliance with the PPG.
2. The institution evaluates the **overall** effectiveness of its distance and/or off-campus education efforts by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts. Please summarize the process and any remedial actions taken.

3. The institution has a position responsible for distance learning and off-campus instruction that is appropriate for the institution and the size of the distance and/or off-campus education program. Describe the placement of the position in the institution's organization; attach an organization chart; and explain how this provides the appropriate oversight of programs, and of faculty and student support. Also identify the contact person or office at the institution where questions are answered for distance learners and for others. Note changes and improvements in organizational structure to accommodate new modes of delivery and/or the blending of electronic technologies into traditional courses.

4. The institution has a process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance and/or off-campus education. What are the factors that cause your institution to engage in distant certificate or program delivery (examples of relevant factors include partnership opportunities, market analyses, local needs, state incentives, faculty readiness)? Describe the process and any improvements or adjustments made since your previous Institutional Plan.

5. The institution's admission and recruitment policies and decisions take into account the capability of students to succeed in distance education and off-campus courses and programs. Please describe any improvements in the admission and recruitment policies based on analyses of student success.

6. The institution has established requirements for satisfactory progress and graduation for distance education students. Please summarize requirements. Please explain in more detail and attach relevant policies if these requirements differ from those of traditional students.

7. Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain and attach relevant policies if they are different from on-campus classes.

8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA). Please explain how ADA compliance for distance education is handled at your institution. Describe the process and any improvements or adjustments made since your previous Institutional Plan. (The CB has accessibility documents and standards on its website at: [http://www.thecb.state.tx.us/AAR/DistanceEd/access.htm](http://www.thecb.state.tx.us/AAR/DistanceEd/access.htm).)

9. SACS and other professional credentialing agencies are notified, as appropriate. Please explain any pending communications with SACS or credentialing agencies.

10. The institution has sufficient financial resources to initiate and sustain quality distance learning and off-campus courses and programs; the facilities, staffing, equipment and other resources essential for them; and a process by which funding is distributed to support distance education and off-campus instruction. Please describe how the capital and operating budgets for distance education and off-campus instruction and supporting services are set and sufficient funds distributed.
11. The institution complies with CB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures. If your institution has received protests from other institutions because of lack of prior notification, please describe procedural changes in effect to prevent such occurrences in the future.

12. A procedure for calculating the cost of offering distance education courses to out-of-state students and a process for determining that fees “sufficient to cover the cost of instruction” are charged to those students are in place. Please describe them.

Section 2 Educational Programs

1. The institution has procedures in place for planning, development, approval and review of distance and/or off-campus education programs to ensure quality and currency; and for meeting external accrediting bodies’ standards. Please explain the process for programs (not for individual courses). Describe any improvements to these procedures based on program reviews.

2. The institution has plans/procedures for assessing student learning outcomes. The institution also evaluates student retention and student satisfaction in its distance and/or off-campus education programs and courses and uses the results of the assessment to improve courses and programs. You are encouraged to submit existing summaries of meaningful conclusions drawn from data on student retention and student satisfaction, as you would provide to SACS.

3. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning. How are delivery technologies chosen for specific courses and programs? Please summarize how particular technology strategies are aligned with the type of content to be delivered and the learning goals.

4. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students. Please explain how these interactions occur and any improvements or new techniques for interaction that have been implemented.

5. Appropriate security measures are in place to assure the integrity of student work and testing. Please explain these measures and any improvements that have been made.

6. All electronically delivered courses and programs are listed on TexasDistanceEducation.com. If not, please explain why.

Section 3 Faculty

1. The qualifications for distance and/or off-campus education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe the rationale applied for making exceptions.

2. The institution provides orientation, training, and support services for faculty involved in distance education and off-campus programs. Please describe any improvements that have been made.
3. Procedures are in place for appropriate evaluation of faculty involved in the distance and/or off-campus education program (such as procedures that evaluate faculty-student interaction). Please describe these procedures and any changes that have been made to the evaluation process.

4. Faculty have a role in development and evaluation of courses. Please describe this role and their role in affirming adherence to the Principles of Good Practice.

5. A policy exists that addresses faculty teaching load for those involved in distance and/or off-campus education. Please attach the policy and explain rationale.

6. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.

7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance and/or off-campus education. Summarize policies that address issues raised by distance and/or off-campus education.

Section 4 Student Support Services

1. The institution provides distance and off-campus learners access to appropriate student services. Please describe the support services to distance and/or off-campus students in each of the following areas (as applicable) and how they are evaluated: admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, and help desk/hot line. Include the URLs of examples. (Note: attachment of descriptive documents is encouraged.) How have these services been updated or improved?

2. Distance and off-campus learners have access to library resources of an appropriate breadth and quality for the distance and/or off-campus education program(s) offered. Please provide an on-line address and describe resources, including any difference in service for off-campus and for instructional telecommunications students. Are electronic resources given priority on your campus?

Section 5 Distance Education Facilities and Support Services

1. The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe, in brief, current infrastructure and procedures for evaluating its effectiveness. Describe major changes in facilities and equipment?

2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe these arrangements and any improvements that have been made.
### DEGREE AND CERTIFICATE PROGRAMS EXPORTED VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY

*(Sample)*

<table>
<thead>
<tr>
<th>Program Name and Degree Designation</th>
<th>Program CIP Code</th>
<th>Credit [C]/Non-Credit [NC]</th>
<th>Current [C] or Next Year [NY] Program</th>
<th>Percent Delivered by Distance or Off-Campus Education*</th>
<th>Type of Delivery</th>
<th>Delivered Where and to Individuals [I] or Groups [G]</th>
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<td>ME in Industrial Engineering</td>
<td>14.1701.00</td>
<td>C</td>
<td>C</td>
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<td>Internet</td>
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<td>Navarro CC [G]</td>
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<tr>
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<tr>
<td>AAS in Arts &amp; Sciences</td>
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<td>C</td>
<td>C</td>
<td>100%</td>
<td>Multiple types: videotape, CD ROM, Internet, broadcast</td>
<td>Individuals</td>
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</tbody>
</table>

* Distance Education is defined in CB Rules 5.152 as: Instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. Instruction may be synchronous or asynchronous to any single or multiple location(s): (A) Other than the “main campus” of a senior institution (or “on campus”), where the primary office of the chief executive officer of the campus is located; (B) Outside the boundaries of the taxing authority of a community/junior college district; or (C) Via instructional telecommunications to any other distant location, including electronic delivery of all types.

Off-Campus Education is defined as: Instruction in which one-half or more of the instruction is delivered with the instructor and student in the same physical location and which meets one of the following criteria: for senior institutions, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community/junior colleges, off-campus locations are locations outside the taxing district.
**DEGREE AND CERTIFICATE PROGRAMS **\textbf{IMPORTED} VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY

(Sample)

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<tr>
<th>Program Name and Degree Designation</th>
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<th>Credit [C] or Non-Credit [NC]</th>
<th>Current [C] or Next Year [NY] Program</th>
<th>Percent Delivered by Distance or Off-Campus Education*</th>
<th>Type of Delivery</th>
<th>Received From</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in English</td>
<td>23.0101.00</td>
<td>C</td>
<td>C</td>
<td>100%</td>
<td>2-way interactive video</td>
<td>Midwestern State University</td>
</tr>
</tbody>
</table>

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