
Valdosta State University

Instructional Delivery Plan

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References: *USG Board of Regents Policy Manual: Section 303.03, Academic Affairs, Instruction Offered Externally*

See <http://www.usg.edu/regents/policymanual/300.phtml>.

USG Board of Regents Academic Affairs Handbook: Section 2.12, Off-Campus Instruction

See <http://www.usg.edu/academics/handbook/section2/>.

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Part I: Plans for Change, New and Discontinued Sites and Programs

Complete summary information for all **NEW** external programs that your institution plans to offer within the next 3-5 years or plans to **DISCONTINUE** within that time period.

Off-campus Programs

Off-campus Programs employ face-to-face instruction and interaction between instructor and students in an environment external to the institution’s primary campus.

Use these codes to enter information for each site.

Field	Entry or code
Site Name	Name of location
Type of site	OC = Off campus center H = Host campus consortium I = Instructional Site CS = Contract Site
Site continuation plans	EC = Continuing Site ET = Existing site; plan to terminate N = New or planned
Degree Program	Name of degree program
Program Status	A = Plan to add D = Plan to discontinue

Off-campus Programs (new or to be discontinued)

Site Name	Site Type OC, H, I, CS	Site Cont. Plans EC, ET, N	Degree Program	Program Status A, D
Okefenokee RESA	I	N	Ed.S. in Educational Leadership	A
Coastal Plains RESA	I	N	Ed.S. in Educational Leadership	A
Southwest Georgia RESA	I	N	Ed.S. in Educational Leadership	A

Distance Education Programs

In **Distance Education Programs**, the majority of courses required to earn the degree are delivered through one or more forms of distance technology, and the instructor of record and the student(s) are separated by time and/or geographic location.

Enter information for programs that are **FULLY** distance, **OTHER** distance education programs, and alternate delivery formats.

FULLY Distance Education Programs (new or to be discontinued)

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other
Bachelor of Science in Nursing (RN to BSN)	✓				
Master of Science in Nursing (MSN)	✓				
Doctor of Public Administration	✓				
M. Ed. Instructional Technology: Online Teaching	✓				

OTHER Distance Education Programs (new or to be discontinued)

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other
M. Ed. Instructional Technology (new partially online)	✓				

Alternate Delivery Formats

In **Alternate Delivery Formats**, delivery deviates from traditional, degree programs offered by single institutions; used in conjunction with either off-campus or distance education programs. Examples include Collaborative Degrees and Dual Degrees.

Collaborative Degrees: Online degrees in which faculty from more than one institution join together to develop and deliver instruction. Each institution offers degree, and student receives degree from one institution, e.g., WebBSIT; WebMBA.

Collaborative Degrees (new or to be discontinued)	Collaborating Institutions
M.A. with a Major in Teaching: Special Education	New Collaboration: VSU, NGCSU
M. Ed. with a Major in Middle Grades Mathematics and Science	New Collaboration: VSU, NGCSU
M.Ed. with a major in Accomplished Teaching	New Collaboration: VSU, Georgia Southern, Columbus State

Dual Degrees: Institutions partner to offer degrees with other institutions. Student receives degrees from both institutions.

Dual Degrees (new or to be discontinued)	Partner Institutions

Other Alternate Delivery Formats: Other configurations in which institution offer degrees externally.

Briefly describe the type of arrangement and the degrees offered in any other alternate formats that your institution has developed.

Other Alternate Delivery Formats	Degrees (new or to be discontinued)

Part II: Current Sites and Programs

Complete summary information for all **CURRENT** external programs that your institution offers.

Off-campus Programs

Use these codes to enter information for each site.

Field	Entry or code
Site Name	Name of location
Type of site	OC = Off campus center H = Host campus consortium I = Instructional Site CS = Contract Site
Site continuation plans	EC = Continuing Site ET = Existing site; plan to terminate N = New or planned
Degree Program	Name of degree program
Program Status	A = Plan to add D = Plan to discontinue

Current Off-campus Programs

Site Name	Site Type OC, H, I, CS	Site Cont. Plans EC, ET, N	Degree Program
Naval Submarine Base, Kings Bay	OC	EC	Associate of Arts
Naval Submarine Base, Kings Bay	OC	EC	Associate of Applied Science
Naval Submarine Base, Kings Bay	OC	EC	Bachelor of General Studies
Naval Submarine Base, Kings Bay	OC	EC	B.A. in Criminal Justice
Naval Submarine Base, Kings Bay	OC	EC	B.A. in History
Naval Submarine Base, Kings Bay	OC	EC	B.A. in Political Science
Naval Submarine Base, Kings Bay	OC	EC	B.S.Ed. in Technical, Trade, and Industrial Education
Naval Submarine Base, Kings Bay	OC	EC	M.Ed. in Adult and Career Education: Technical, Trade, and Industrial Education
Abraham Baldwin Agricultural College	I	EC	B.S.Ed. in Early Childhood Special Education: General Curriculum
Abraham Baldwin Agricultural College	I	EC	M.Ed. in Early Childhood Special Education: General Curriculum
Abraham Baldwin Agricultural College	I	EC	M.Ed. in Educational Leadership
Abraham Baldwin Agricultural College	I	EC	Ed.S. in Educational Leadership

Southwest Georgia Technical College	I	EC	M.Ed. in Educational Leadership
Southwest Georgia Technical College	I	EC	Ed.S. in Educational Leadership
Moody AFB	I	EC	Master of Public Administration
Moody AFB	I	EC	B.S.Ed in Technical, Trade, and Industrial Education
Waycross College	I	EC	M.Ed. in Educational Leadership
Waycross College	I	EC	Ed.S. in Educational Leadership
Waycross College	I	EC	Ed.S. in Early Childhood Education
Waycross College	I	EC	Ed.S. in Middle Grades Education
Waycross College	I	EC	Ed.S. in Secondary Education
Waycross College	I	EC	B.S.Ed in Early Childhood Special Education: General Curriculum
Waycross College	I	EC	M.Ed. in Early Childhood Special Education: General Curriculum
South Georgia	I	EC	B.S.Ed in Early Childhood Special Education: General Curriculum
South Georgia	I	EC	M.Ed. in Early Childhood Special Education: General Curriculum

Distance Education Programs

Enter information for current Distance Education programs that are **FULLY** distance, **OTHER** distance education programs, and alternate delivery formats.

Current FULLY Distance Education Programs

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other
Master of Public Administration (WebMPA)	✓				
Master of Library Information Science (MLIS)	✓				
Master of Social Work (WebMSW)	✓				
Ed. Specialist degree in Instructional Technology	✓				
M.Ed. in Special Education	✓				

OTHER Current Distance Education Programs

Program Name	Primary Technologies				
	Internet	Interactive Video	CD-ROM	Videotape	Other

Current Alternate Delivery Formats

In **Alternate Delivery Formats**, delivery deviates from traditional, degree programs offered by single institutions; used in conjunction with either off-campus or distance education programs. Examples include Collaborative Degrees and Dual Degrees.

Collaborative Degrees: Online degrees in which faculty from more than one institution join together to develop and deliver instruction. Each institution offers degree, and student receives degree from one institution, e.g., WebBSIT; WebMBA.

Current Collaborative Degrees	Collaborating Institutions
Master of Business Administration (WebMBA)	Valdosta State University, Kennesaw State University, State University of West Georgia, Georgia Southern University, and Georgia College & State University.
eCore	Columbus State University , Georgia Southwestern State University, Georgia Highlands College, Southern Polytechnic State University, University of West Georgia, Valdosta State University

Dual Degrees: Institutions partner to offer degrees with other institutions. Student receives degrees from both institutions.

Current Dual Degrees	Partner Institutions

Other Alternate Delivery Formats: Other configurations in which institution offer degrees externally.

Briefly describe the type of arrangement and the degrees currently offered in any other alternate formats that your institution has developed.

Other Alternate Delivery Formats	Current Degrees
Rotating Sites – Weekend study program location rotates with one semester taught on VSU campus, one semester at Albany State University, and one semester at Columbus State University	M.Ed. in Adult and Career Education

Part III: Academic Programs and Delivery Methods

A. Strategic Plan

Describe your institution’s strategic plan to offer external instruction for the next three years. Identify disciplines, degree levels, delivery methods, and resource investments. Describe how these programs advance the mission of the institution.

Institutional Mission

As a regional university in South Georgia, Valdosta State University is committed to providing educational access and services that address the needs of its service region. This mission is reflected in VSU’s strategic planning goals to develop academic programs in high needs areas and to offer instruction via multiple delivery systems that will increase access and improve retention. The institution seeks to develop further external/community partnerships and to meet the needs of non-traditional degree seeking students. Part of the institution’s stated mission is to expand its outreach by developing and offering external programs.

Following the guiding principles set for the by the USG Board of Regents in 1999, VSU has sought to improve distance learning by expanding access, by enhancing learning, by enriching opportunities, by optimizing fiscal and administrative operations, and by encouraging collaboration. VSU has participated in a number of USG distance learning collaboratives. In 1999, VSU was one of five USG institutions invited by the Board of Regents to participate in the eCore project as an affiliate institution. VSU submitted a new program proposal in that same year to develop a primarily web-based Master of Library and Information Science. With approval of the program by the Board of Regents, VSU began offering the online graduate program in Fall 2000. VSU also participated in the development of the System’s first collaborative online degree program, the WebMBA. Other VSU graduate distance learning programs include the WebMPA and WebMSW degrees. VSU has demonstrated the ability to support and sustain these distance learning options.

These external programs provide educational access to our service area and build on collaborations with military bases, USG institutions, and other academic partners. These programs are an extension of undergraduate and graduate fields of study which are central to the mission of Valdosta State University.

Describe your institution’s strategic plan to offer external instruction for the next three years. Identify disciplines, degree levels, delivery methods, and resource investments. Describe how these programs advance the mission of the institution. The following table will help structure the information.

Discipline	Degree level	Off-campus Location	Delivery Methods (DE Modality)	Resource Investment
eCore	Undergraduate		online	VSU is exploring models to provide student support for expanded enrollment
Bachelor of Science in Nursing (RN to BSN)	Baccalaureate		online	Existing faculty are developing program
Master of Science in Nursing (MSN)	Graduate		online	Existing faculty are developing program
Doctor of Public Administration	Doctoral		online	Existing faculty are developing program

WebMBA	Graduate		online	Existing program – growth funded through existing tuition & fee models
Master of Public Administration (WebMPA)	Graduate		online	Existing program – growth funded through existing tuition & fee models
Master of Library Information Science (MLIS)	Graduate		online	Existing program – growth funded through existing tuition & fee models
Master of Social Work (WebMSW)	Graduate		online	Existing program – growth funded through existing tuition & fee models
Ed.S. with a Major in Instructional Technology	Graduate		online	Existing program – growth funded through existing tuition & fee models
M.Ed. with a major in Special Education	Graduate		online	Existing program – growth funded through existing tuition & fee models
M.Ed. with a Major in Instructional Technology	Graduate		online	Existing program – growth funded through existing tuition & fee models
M.Ed. in Instructional Technology: Online Teaching	Graduate		online	New program – development and additional resources funded through e-rate tuition
M.Ed. with a Major in Accomplished Teaching	Graduate		online	New Collaborative Program - development and additional faculty funded through e-rate tuition
M.A. with a Major in Teaching: Special Education	Graduate		online	New Collaborative Program - development and additional faculty funded through e-rate tuition
M.Ed. in Middle Grades Mathematics and Science	Graduate		online	New Collaborative Program - development and additional faculty funded through e-rate tuition

Associate of Arts	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
Associate of Applied Science	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
Bachelor of General Studies	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
B.A. with a Major in Criminal Justice	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
B.A. with a Major in History	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
B.A. with a Major in Political Science	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
B.S.Ed. with a Major in Technical, Trade, and Industrial Education	Undergraduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
M.Ed. in Adult and Career Education: Technical, Trade, and Industrial Education	Graduate	Naval Submarine Base, Kings Bay	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
B.S.Ed. with a Major in Early Childhood Special Education: General Curriculum	Undergraduate	Abraham Baldwin Agricultural College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the ABAC
M.Ed. with a Major in Early Childhood Special Education: General Curriculum	Graduate	Abraham Baldwin Agricultural College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the ABAC

M.Ed. with a Major in Educational Leadership	Graduate	Abraham Baldwin Agricultural College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the ABAC
Ed.S. with a major in Educational Leadership	Graduate	Abraham Baldwin Agricultural College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the ABAC
M.Ed. with a Major in Educational Leadership	Graduate	Southwest Georgia Technical College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the SWTECH
Ed.S. with a Major in Educational Leadership	Graduate	Southwest Georgia Technical College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the SWTECH
B.S.Ed with a Major in Technical, Trade, and Industrial Education	Undergraduate	Moody AFB	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
Master of Public Administration	Graduate	Moody AFB	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with the Base
M.Ed. with a Major in Educational Leadership	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
Ed.S. with a Major in Educational Leadership	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
Ed.S. with a Major in Early Childhood Education	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
Ed.S. with a Major in Middle Grades Education	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC

Ed.S. with a Major in Secondary Education	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
B.S.Ed with a Major in Early Childhood Special Education: General Curriculum	Undergraduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
M...Ed in Early Childhood Special Education: General Curriculum	Graduate	Waycross College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with WC
B.S.Ed in Early Childhood Special Education: General Curriculum	Undergraduate	South Georgia College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with SGC
M...Ed in Early Childhood Special Education: General Curriculum	Graduate	South Georgia College	On-site	Existing program – growth funded by tuition & fee models, & cooperative agreement with SGC
Ed.S. in Educational Leadership	Graduate	Southwest Georgia RESA	On-site	New site for existing program - growth funded by tuition & fee models, & cooperative agreement with Coastal Plains RESA
Ed.S. in Educational Leadership	Graduate	Okefenokee RESA	On-site	New site for existing program - growth funded by tuition & fee models, & cooperative agreement with Okefenokee RESA
Ed.S. in Educational Leadership	Graduate	Coastal Plains RESA	On-site	New site for existing program - growth funded by tuition & fee models, & cooperative agreement with Coastal Plains RESA

B. Local, Regional, State Needs, and Student Demand

Document local, regional, and/or state needs and student demand for programs.

This plan proposes 10 new external degree offerings – 7 new online degrees and 3 new off-campus degree/location offerings:

- Bachelor of Science in Nursing (RN to BSN) (online)
- Master of Science in Nursing, (online)
- Doctor of Public Administration (online)
- M.Ed. with a Major in Instructional Technology (partially online)
- M.Ed. with a Major in Instructional Technology: Online Teaching (online)
- M.A. with a Major in Teaching: Special Education (online)
- M.Ed. with a Major in Accomplished Teaching (online)
- M.Ed. with a Major Middle Grades Mathematics and Science (online)
- Ed.S. with a Major in Educational Leadership (at Okefenokee RESA)
- Ed.S. with a Major in Educational Leadership (at Coastal Plains RESA)
- Ed.S. with a Major in Educational Leadership (at Southwest Georgia RESA)

The need for these new external degree programs is well documented. In the past ten years, numerous USG and institutional studies have documented the need and importance of distance learning as an alternative method for students to achieve lifelong learning goals. Support for expanding access through online degree programs comes from non-traditional students, community advisory committees for various academic programs, student requests, faculty initiatives, changing regional demographics, and the changing profile of entering students. VSU students are seeking online courses as alternatives to traditional attendance, as indicated by the 245% increase in enrollment in online courses at VSU over the last five years. Recent studies from Sloan-C and the Southern Regional Education Board show enrollment in online courses and programs is continuing to increase at a rate of 20-25% per year. With this growth in demand, the need for development of additional online degree programs is indicated. The use of distance learning technology overcomes the three most common barriers to education for working students: 1) a lack of available time; 2) inability to attend distant locations; and 3) travel and childcare costs. Reducing the on-campus requirement for instruction should increase the pool of potential applicants.

The Doctor of Public Administration is a new degree program at VSU that builds on the existing online Masters degree in Public Administration. The demand for this program and the intent to provide the program in an online format was documented in the program proposal approved by the BOR in 2006. Over 25 students have enrolled for Fall 2007 in the first cohort of this new program.

Shortages in the critical areas of education and nursing have intensified the need for alternative instructional strategies. A needs assessment conducted by the College of Nursing during the 2004-2005 academic year documented the need for web-based learning for the employed nurse. The majority of needs assessment respondents from the regional medical community have indicated a need for increased educational access to nursing programs through distance learning.

Need for online programs in teacher education is documented in the Professional Standards Commission Workforce Status Report for 2004, which shows that Georgia has a high dependence on non-renewable teaching certificates and the out-of-state teacher supply. The Board of Regents has recognized the need for the development of online programs in the Double the Numbers/Double the Diversity implementation plan. This program addresses the need for highly qualified educators and the need for continued focus on the preparation of new teachers. VSU has prepared institutional studies which document the need for online programs in education; program curriculum and instruction; faculty; student support for online programs, and administrative, fiscal, and operational support.

C. New Facilities Investments, Locations, Acquisition and Operating Costs, Financing, Other Commitments

If any of the plans for these offerings include using new facilities or new technologies, explain how the institution plans to address associated costs.

Facilities management is a component of the university strategic planning process. The Space Management Council is responsible for the effective utilization of space to support the university student-centered learning environment. Departments have an opportunity to identify their facility and space needs in the strategic planning database. Facilities management for distance learning activities is a component of this comprehensive space planning process.

Recent and planned facilities additions will meet the projected need for facilities supporting the proposed new external programs. The recently completed addition to Odum Library added 95,000 square feet of space including new administrative offices, distance learning classroom space, distance learning office space, development space, multimedia labs, media services, and computer labs for faculty professional development. Additionally, space was provided for a Distance Education librarian, and for additional IT staff and infrastructure supporting technology initiatives. The Bailey Science Building, along with the renovation of Nevins Hall, has also provided additional facilities for faculty and the infrastructure. The proposed new Health Sciences & Business Administration Center facility will provide facilities for the College of Nursing, Communication Disorders, Sports Medicine/Exercise Science, Marriage and Family Therapy, Social Work, and the Langdale College of Business Administration. This new facility will include general classrooms, teaching labs, counseling areas, computer labs, audio/visual labs, distance learning classrooms and auditorium space. These facilities and re-tasking of existing space will provide required workspace for faculty supporting new distance learning programs.

D. New Technology Investments

Provide information about projected lifespan of new technology, value, and improved learning outcomes.

Resource Investments

Valdosta State University has made significant investment in resources to support distance learning initiatives and programs offered at off-campus locations. VSU has established facilities and staff with credentials in distance education and instructional technology support. VSU has long term relationships with organizations hosting our off-campus degree programs and has Memorandums of Understanding with these entities to provide services and support necessary to operate on-site degree programs. Where enrollment warrants, VSU provides on-site staff to support students.

Part IV: Infrastructure and Services

This section addresses the elements of program delivery that ensure that quality is maintained and is organized into the following categories:

- Infrastructure and Services Common to All External Programs
- Infrastructure and Services Unique to Off-campus Programs
- Infrastructure and Services Unique to Distance Education

Outline information about infrastructure and services that are common to all external programs and not dependent upon delivery format. Briefly site actual process, policy, procedure, or practice for all components.

Infrastructure and Services Common to All External Programs

B. Curriculum and Instruction	
Educational content and student outcomes	
Educational content and student outcomes	<p>Regardless of delivery format, all course content is reviewed at the academic program level for consistency and adherence to student learning outcomes for the degree program. Academic standards for all courses and programs offered externally maintain the same academic rigor as those for traditional courses and programs. Administrative oversight to ensure the quality of external programs is conducted in the same manner as for on-campus programs. Through the office of Academic Affairs, the Vice President for Academic Affairs has responsibility for maintaining the academic standards of the University; coordinating the institution’s educational programs, research activities, and service projects; supervising the work of the academic deans and directors; enhancing the quality of instruction, research, and service; and maintaining an appropriate educational environment. Finally, the VPAA monitors grade reports for external courses.</p> <p>Content and outcomes for all programs, including external programs, are aligned with the standards of appropriate accrediting bodies. As an institution accredited by the Southern Association of Colleges and Schools (SACS), VSU complies with the standards, polices, and procedures of the Commission on Colleges, ensuring the appropriateness of educational content and student outcomes. The institution identifies expected outcomes for its educational programs and assesses whether they achieve these outcomes. Furthermore, all external programs in the College of Education are approved by the National Council for Accreditation of Teacher Education (NCATE). The M.Ed. Instructional Technology (Technology Applications Track) and the Ed.S. Instructional Technology are approved by the Association for Educational Communications Technology (AECT), the M.Ed. Instructional Technology (Library Media Track) is approved by American Association of School Librarians (AASL), and the Media Specialist certification is approved by the Board of Regents and the Georgia Professional Standards Commission. The WebMBA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The American Library Association accredits VSU’s Master of Library Information Science. In the College of Nursing the baccalaureate program is approved by the Georgia Board of Nursing, and both the baccalaureate and masters programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).</p>
Appropriate technology	<p>The institution provides the Information Technology Department with an annual budget sufficient to support a staff of 46 IT professionals campus- wide, 30 in Central IT to support campus technology initiatives, including distance learning programs. Three FTE staff positions (certified Blackboard Vista Administrators) provide direct support to faculty for distance learning initiatives. Blackboard Vista</p>

	<p>services are supported by two FTE systems administrators. Faculty workstations are updated on a three-year cycle, ensuring that faculty engaged with advanced learning technologies have adequate access to computer hardware.</p> <p>VSU uses a variety of instructional technologies to enhance the learning of students and to ensure quality. Appropriate technologies are identified by departments, faculty, and individuals with expertise in instructional technology, educational theory, multimedia production and presentation, project management, and facilitation. Departments with supporting roles include Information Technology, Distance Learning, Media Services, Audiovisual Services, Satellite Services, Continuing Education, Professional Development, and the HUB.</p> <p>The standard course management system for Valdosta State University is Blackboard-Vista. VSU maintains and operates Vista servers to support instructional programs, including external degree programs. VSU faculty engaged in external degree programs make extensive use of Vista and receive direct support from VSU IT and Distance Learning staff. The VSU IT Help Desk provides support to VSU constituents for all technology, including Vista. Additionally, the University System operates a 24/7 help system for faculty and students that provides web- and telephone-based support.</p>
<p>Instructional materials</p>	<p>Faculty within a department work with their department heads and deans to determine quality. Additionally, with assistance from USG Advanced Learning Technologies, VSU is embarking on a pilot deployment of the Quality Matters quality assurance program to assist faculty in meeting national standards for online course development.</p>
<p>C. Faculty</p>	
<p>Training, professional development, and support</p>	<p>All VSU faculty participate in an annual evaluation process, the purpose of which includes aiding faculty members in improving and developing their performance as members of the academic community. The Faculty Handbook is available at http://www.valdosta.edu/vsu/facsen/handbook/</p> <p>VSU provides a collaborative faculty and staff development process to address the need for professional development in teaching and learning technologies. Partners in this training and professional development effort include the Office of Academic Affairs, Information Technology Division, the Office of Employee & Professional Development, Distance Learning Department, Continuing Education, and the HUB Learning Cooperative. Training is available online, by phone, or through on-site workshops.</p> <p>Numerous instructional and information technology workshops are available to faculty. The HUB Learning Cooperative and Distance Learning also sponsor many brown bag sessions on teaching and learning with technology, The VPAA's office provides a HUB Faculty Associate to work cooperatively with faculty, staff and administrators to help further develop their skills in teaching, professional development, and/or service. The annual VSU Online Lifeline technology conference also provides faculty and staff with professional development workshops and presentations and an opportunity to learn from their peers.</p> <p>VSU is currently engaged in a pilot faculty development grant program that includes enrollment in the USG-developed Facilitated Learning Online (FLO) workshop. FLO is designed for faculty who are thinking about or beginning to facilitate online courses or who have decided to augment traditional classroom instruction with online course materials. Information on FLO can be found at http://www.ngcsu.edu/ce/flo_page.htm</p> <p>Furthermore, all full-time faculty, including faculty in external degree programs, are eligible for faculty development grants for the purposes of instructional</p>

	improvement, and course/curriculum development. http://www.valdosta.edu/facdev/
Credentialing requirements, ratios, and processes	<p>Faculty teaching in external degree programs at VSU must meet the same credentialing requirements as on-campus faculty. External Degree program faculty are subject to the same policies as other college faculty as related to appointment, academic rank, evaluations, promotion, recognition of professional competencies, rights and responsibilities, salaries, teaching load, and tenure. The standard of academic qualifications for teaching faculty is the same for all faculty, regardless of the method of course delivery. New faculty in external degree programs are oriented to policies and procedures through the faculty handbook, part-time faculty handbook, and departmental policies and procedures manuals.</p> <p>The combination of full-time/part-time faculty teaching in the external degree programs is comparable to that in regular on-campus programs. Currently, approximately 70% of the VSU faculty are full-time.</p>
Evaluations	<p>All full-time faculty, including faculty in external degree programs, are evaluated through course evaluations and annual reviews as are faculty in traditional teaching situations. Each full-time faculty member, including external degree program faculty, meets with the department head to set goals, review progress towards promotion and tenure (as appropriate) and establish priorities. Priorities for resources and distribution of workload are based on the mission and goals of the unit, consistent with those of the University. Faculty are encouraged to identify data collection tools to promote the identification of best practices in the chosen medium of instruction, including frequent student feedback, peer evaluation, and external review of course materials. Faculty evaluations include self reflection and the identification of areas for growth and development. Faculty have a right to comment in writing on any aspect of their annual evaluation. Faculty sign and receive a final copy of their annual evaluation. College procedures allow for a period of monitored remediation for faculty who receive sub-standard professional performance evaluations. Faculty teaching in external degree programs are open to the same promotion and tenure opportunities as faculty teaching in traditional modes.</p>
D. Student Support	
Library services	<p>VSU's Odum Library follows the ACRL Guidelines for Library Services:</p> <p style="padding-left: 40px;">Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education, regardless of where students, faculty, and programs are located. Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings.</p> <p>To support and enhance studies and research from a distance, Odum Library provides the following services and resources: reference assistance via phone, email, or live online chat; informational brochures; web access to GALILEO databases; individual instruction; library research guides; and interlibrary loan and document delivery. A website http://www.valdosta.edu/library/services/distancededucation.shtml supports students in external degree programs and provides the following: links to the library's online catalog and periodical article databases; video and print tutorials on using online library resources; information about document delivery options and online order forms; information on subject guides to online resources; technical assistance;</p>

	<p>access to the GIL Universal Catalog; and access to electronic resources for remote users. Subscription databases, internet resources, and subject guides. For external degree program faculty, consultation is available prior to and throughout the delivery of courses regarding library support services, as well as library research assignment development. Library instruction classes can be delivered in Odum Library's Electronic Classroom, over IPvideo, at off-campus sites, or online. Library Reserves, materials may be checked out of Odum Library's collection to be placed on reserve for the semester at any off-campus location.</p> <p>In Spring 2007, VSU's Odum Library implemented an Electronic Reserves system allowing faculty to make library resources available to students, regardless of location. This service became fully available in Fall 2007. The Library and VSU Distance Learning are working with faculty to incorporate this resource into external degree program offerings.</p>
Learning support and tutoring	<p>Students entering VSU's external degree programs must meet the same criteria as other program applicants. Wherever possible, VSU establishes MOU's with external sites to provide local access to learning support and tutoring. VSU is also currently engaged in a pilot program to provide dedicated online learning support and tutoring through the Student Success Center.</p>
Advising	<p>Upon admission to a degree program, all students are assigned an academic advisor. Students may retrieve their advisors' name and contact information online through the BANNER Student Information System. Students are advised of this process through program information documentation provided by the major departments.</p> <p>In addition to the BANNER information, students admitted to degree programs offered externally are informed of their advisor in the program acceptance letter. Students taking eCore courses are assigned to a designated eCore advisor and are informed of the advisor's contact information via email.</p> <p>Student advising for external degree programs is provided for individual students each semester at off-campus sites or using online and telephone communications. Faculty members in external programs are required to provide office hours when they are available to students. In programs involving collaboration with other institutions, regional meetings may be held at the partnering sites to provide program information and collect feedback for formative evaluations. Results of these meetings and advising sessions will be used to make adjustments in courses and programs where indicated.</p>
Counseling	<p>The VSU Counseling Center provides consultation services to meet the personal, social, and educational needs of students. In the case of students in external programs who do not have on-campus access to the counseling center, these services may be available via telephone. In warranted cases, the professional staff will help students obtain counseling or refer them to appropriate local resources. The VSU Counseling Center can also provide students with general information on a variety of subjects including study skills development, stress reduction, time management, test anxiety reduction, math anxiety reduction, leadership skills, acquaintance rape/rape education, eating disorders, substance abuse, coping with the blues, dealing with difficult people, or personality type in the work place. The Counseling Center website provides additional information and links to websites for counseling, self-help, alcohol and drug education, and suicide prevention.</p> <p>http://www.valdosta.edu/counseling/</p>
Disability services	<p>VSU is committed to providing accessible information and courses for students with disabilities. The VSU website includes text-only viewing options using Lift Assistive transcode to address compliance with Section 508 of the Americans with Disabilities Act (ADA) and the Web Content Accessibility Guidelines (WCAG). VSU</p>

	<p>has licensed Wimba Course Genie to enable faculty and staff to author web-based course content compliant with SENDA, W3C WAI and Section 508; Course Genie includes an Accessibility Checker, allowing authors to check their content for compliance prior to web publication. Additionally, VSU is piloting deployment of a quality assurance rubric and peer review process for online courses (Quality Matters) that includes application of national standards for accessible design of online courses.</p> <p>The Access Office for Students with Disabilities (Access Office) serves students, including students in external programs, who have documented disabilities, have met all of the VSU admission criteria, and are otherwise qualified. Students may contact the Access Office via telephone, email, fax, email, TTY, or videophone.</p> <p>Students voluntarily register with the program and their documentation must meet Board of Regents' criteria. The types of disabilities served include learning disabilities, attention deficit hyperactivity disorder, visual, hearing, mobility, psychiatric, and other health impairments. Services provided include tutoring, test proctoring, classroom modifications, adaptive technology, sign language interpreting, note taking, and assistance with campus accessibility. The Access Office strives to provide equal access for all students while upholding the academic standards of Valdosta State University.</p>
<p>Career guidance</p>	<p>Students in external programs have access to the Office of Career Services via the Career Services website (http://www.valdosta.edu/career/), email, phone, and through the Big Picture: E-Newsletter. Career Services provides career development and awareness for undergraduate and graduate students and alumni. Valdosta State University is one of only two USG institutions to provide students with access to www.vault.com. This service provides students with extensive online career research resources, including industry and career guidebooks, employer profiles, company profiles, company discussion areas, career advice articles, industry overviews, occupation profiles, real-life profiles for salary benchmarking, and career trend surveys. Students and alumni also have access to Georgia Hire (http://www.georgiahire.com/) to deposit their resumes into a statewide database for review by employers, conduct job searches, locate alumni career contacts, and receive in-depth company profiles.</p>
<p>Bookstore</p>	<p>The VSU bookstore offers online ordering 7 days a week, 24 hours a day with shipping to any location in the world. In addition to textbooks, students may order institutional merchandise, graduation supplies and computers. The Bookstore website also provides an online Student Textbook Exchange and information on textbook policies, buy-backs, adoptions, etc. See http://services.valdosta.edu/bookstore/textbook.aspx for details.</p>
<p>Testing and evaluation</p>	<p>Individual faculty are responsible for test proctoring and evaluation of students. VSU provides all faculty with an online Course Management System (Blackboard Vista) with capabilities for online testing, evaluation, and assessment.</p> <p>The VSU Office of Testing is a member of the Consortium of College Testing Centers (CCTC), a pioneering effort to support distance learning with remote test administrations. . The Office of Testing is available by phone, email or online at http://www.valdosta.edu/testing/ This office is responsible for the many standardized tests given in specific areas to entering students for the purposes of admission and placement; to undergraduate students for proficiency; to education majors for certification; to graduate students for admission to specialized programs; and professional tests to the traditional student as well as to the nontraditional students. Also, testing programs are available designed for students to earn college credit hours by examinations. As a designated national test center, the Office of Testing administers testing programs for the Educational Testing Service, The</p>

	<p>Psychological Corporation, the Law School Admissions Service, the American College Testing Program, the State of Georgia, and the University System of Georgia as well as for other educational and governmental agencies. Valdosta State University has been a member of the College Board since 1961.</p> <p>The CCTC provides a means by which students enrolled in external degree programs can take examinations required by those courses at a local institution of higher learning, rather than having to travel to the VSU campus for evaluative purposes. Institutions participating in the Consortium offer testing, either through the World Wide Web on a computer browser, or by traditional paper-pencil means, at a reasonable rate in a controlled, proctored environment.</p>
<p>Technical support</p>	<p>The VSU IT Helpdesk offers technical support to all VSU students regardless of location (http://www.valdosta.edu/helpdesk/). Students in external programs have access to technical support through the VSU IT Helpdesk. Students may receive technical support via email, online help request, or telephone. The Helpdesk website provides links to step-by-step help, frequently asked questions, downloadable software, and computing guidelines. VSU provides students with Trend pc-Cillin antivirus software (registration codes available via the BlazeNet web portal). Additionally, technical support for Blackboard Vista is provided by the VSU Department of Distance Learning. The Vista@Valdosta State University website (http://www.valdosta.edu/distance/) provides students with Getting Started guides, solutions to common problems, and online help requests. This site also provides minimum technical requirements, browser diagnosis and tune-up, Java troubleshooting guide, userID assistance, and information on accessing the online Vista Tutorials provided by VSU.</p>

<p>Curriculum, course & degree requirements</p>	<p>Information about curriculum and course and degree requirements is available at the VSU website www.valdosta.edu. Undergraduate and graduate bulletins are available online, as are plans of study. Course and degree requirements for external programs are the same as for on-campus programs.</p> <p>The educational content, including student learning outcomes, is comparable by all academic standards to the same or equivalent courses and programs offered on-campus. The competencies of students in VSU's external degree programs is evaluated by the same standards, and these programs are appropriately reviewed in program reviews and institutional self-studies required by accrediting bodies. VSU recognizes that the right to teach resides in professional knowledge and competent scholarship in the subject taught. Faculty retain primary responsibility for instructional design and selection of materials for distance learning courses. Full-time faculty have primary teaching responsibilities in each curricular area in the program. The institution has assigned responsibility for oversight, coordination, and curriculum development and review to academically qualified faculty in the field. The concept of academic freedom accords faculty the privilege of organizing the subject content and presenting the material in such ways that, in their judgment, will be of optimum value for students. However, the faculty service in instruction must be in accord with approved academic standards. (Faculty Handbook)</p> <p>Faculty propose program offerings through their departments and colleges to the university-wide Academic Committee. Departments, academic deans, and the VPAA monitor and review the academic programs within their respective areas to ensure that these programs meet students' needs and that the program offerings are in accordance with Board of Regents' policy. Just as for on-campus programs, departments are responsible for the monitoring and evaluation of external degree programs. Program review is based on viability, productivity, and quality. Each department examines program effectiveness and proficiency in educating its students; adequacy of faculty, space, and resources to fulfill its mission; and fulfillment of genuine and specific needs for students and community. This includes assessment of how the program meets or exceeds curricular guidelines and/or accreditation standards for quality programs in the academic field of study. The department oversees coherence and relevance to program learning outcomes, effectiveness in relation to the findings of learning outcomes, relevance to student needs, and curricular or program changes made in response to assessment results. Within the respective departments, the quality of external degree programs rests in the use of tenured and tenure-track faculty who are committed to excellence and provide the continuity of the program.</p>
<p>Costs and payment policies</p>	<p>Tuition and fee schedules, and policies and procedures for fee payment are available online through the Financial Services website http://www.valdosta.edu/finadmin/financial/student.shtml</p> <p>Students in external programs may pay by check, credit card, or financial aid. Credit card payments may be made online via the web registration system or by phone.</p>
<p>Faculty/student interaction</p>	<p>(see Off-campus and Distance Education sections)</p>
<p>Communications</p>	<p>All faculty and students have access to the VSU BlazeNet email system for communications. BlazeNet is an official channel of communication for the institution. Additionally, all course sections, including sections in external programs, are provided with a Blackboard Vista section which faculty may choose to use to support class communications. Timely information about important dates, general announcements, university news, class & exam schedules, financial aid and similar information is communicated through the university website at www.valdosta.edu</p>
<p>• Course</p>	<p>Information about specific course requirements is provided through the VSU</p>

<p>information</p>	<p>website and through the sub-webs for individual departments and programs. Information about prerequisite technologies and skills for courses using Blackboard Vista are provided at the VSU Vista support website www.valdosta.edu/vista and/or through departmental websites. The Banner registration system listings for online courses includes a link to pertinent course information and technology requirements.</p>
<p>• Access to resources</p>	<p>Information about access to resources supporting students in external programs is provided through the VSU website, department and program websites, email, course syllabi, on-site and online orientations, the Luminis portal, and Blackboard Vista.</p>
<p>E. Administrative, Fiscal, and Operational Support</p>	
<p>Cross-department planning and coordination</p>	<p>VSU is committed to supporting external programs as an integral part of the institutional mission. VSU's external programs are coordinated through the VPAA's Office. The Dean of the Graduate School also assists in coordinating external degree programs with the VPAA, Deans, and Department Heads. Planning and coordination of programs is a part of regularly scheduled meetings of the Dean's Council with the VPAA .</p>
<p>Operational plan</p>	<p>The Office of the Vice President for Academic Affairs allocates funds for planning and coordination of external programs, faculty training, and distance learning support via the Office of Public Services. Within the Office of Public Services, the Distance Learning Department provides expertise and technical assistance in web-based instructional design and online teaching & learning. This support is available to all faculty, including faculty in external programs, at their convenience through individual scheduling, regularly scheduled workshops, or online training opportunities. In addition, the Vice President for Academic Affairs has allocated a portion of faculty development funding directly to the individual colleges. Thus, faculty have the opportunity to prioritize their needs and use funding directly for the support of external programs. The VPAA has also allocated resources for the development of support for faculty using Blackboard Vista and other advanced learning technologies. Blackboard Vista provides tools for faculty to extend opportunities for learning outside the classroom or to replace the classroom entirely.</p> <p>As members of the General Faculty, external degree program faculty participate in policy, decision-making, and governance processes. The General Faculty is composed of all full-time faculty, including faculty in external programs, who hold the academic rank of instructor, assistant professor, associate professor, or professor. The General Faculty, subject to the approval of the President, the Chancellor, and the Board, makes statutes, rules, and regulations for its governance and for that of students; provides membership for committees with oversight for such activities as admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and makes such regulations as may be necessary or proper for the maintenance of high educational standards. Within each college, school, or division, external degree program faculty participate along with other faculty in the development of academic programs, entrance requirements, degree requirements, and regulations governing procedures for orderly and efficient administration. Faculty participate in the establishment of committees to discharge its duties and responsibilities. The faculty exercises the fullest measure of autonomy over the academic affairs of the unit, consistent with the maintenance of general educational policies and standards and of correct academic and administrative relations with the governing authority of the University and the Board of Regents.</p>
<p>Budget</p>	<p>The institutional strategic planning and budgeting process provides a means for faculty, departments, and programs to initiate budgeting for equipment, software,</p>

	<p>and hardware infrastructure to support both instructional delivery and the necessary levels of communication among students, faculty, staff, and administrators. This strategic planning process ensures that funding of external programs is tied to the strategic goals and mission of the institution.</p> <p>Funding for external programs is provided through regular tuition and fee models, and through e-rate tuition for proposed new online degree programs. For programs hosted at other institutions, VSU negotiates a Memorandum of Understanding to provide on-site services and resources. Required infrastructure development and new technology initiatives for external programs that exceed operational budgets may be funded through the VSU Strategic Initiative budgeting process, and through student technology fees. Student technology fees are allocated according to recommendations of a committee composed of students, faculty ,and IT staff.</p>
<p>F. Other</p>	
<p>Compliance with law and policy</p>	<p>VSU requires all faculty to abide by federal and state laws and policies governing the activities of the institution.</p> <p>The Legal Affairs website http://www.valdosta.edu/legal/statpol.shtml provides faculty access to the VSU Statutes and institutional polices on Intellectual Property policies, HIPAA, Sexual Harassment, Records Retention, and Campus Homeland Security. VSU's comprehensive written information security policy mandated by the Federal Trade Commission's Safeguards Rule and the Gramm - Leach - Bliley Act ("GLBA") is published online at http://www.valdosta.edu/legal/glb/glbaisr.shtml. The VSU Office of Legal Affairs provides legal advice to administrators, faculty and staff, including those responsible for external degree programs.</p> <p>The Office of Grants and Contracts (OGC) maintains and administers such institutional policies as the Intellectual Property Policy, the Institutional Review for Human Subjects Policy, the Conflict of Interest Policy, the Scholarly Misconduct Policy, and the Animal Use Policy http://www.valdosta.edu/grants</p> <p>Valdosta State University recognizes the importance of copyright law and prohibits copying or use of copyrighted material not specifically permitted or exempted by law. The university communicates this policy to the faculty in the VSU Faculty Handbook, through the website at http://www.valdosta.edu/library/make/media/copyright.shtml , in workshops on Blackboard Vista, through USG websites on Copyright, Fair Use, and the Teach Act, through professional development webinars, and in communications with faculty.</p>
<p>Security</p>	<p>VSU negotiates Memorandums of Understanding with sister institutions hosting off-campus programs to provide on-site security.</p> <p>Valdosta State University's Information Security Services maintains IT security policies and procedures to ensure business continuity, and to ensure the integrity of the University's technology based teaching medium. The Campus Information Security Plan is available at http://www.valdosta.edu/it/security/documents/Information-Security-Plan-detailed.pdf</p>
<p>Contracts, licenses, and policies</p>	<p>All external programs are governed by the same BOR and VSU policies as on-campus programs. When external degree programs involve another entity or entities, a Memorandum of Understanding (MOU) is negotiated. The MOU defines the responsibilities and obligations of the participants and ensures that policies are followed appropriately.</p>
<p>Safety</p>	<p>VSU negotiates Memorandums of Understanding with sister institutions hosting off-campus programs to provide for student safety.</p> <p>The VSU Campus Alert system utilizing the Connect-ED service</p>

	<p>http://www.ntigroup.com/products/higher-ed.asp allows campus administrators to communicate quickly with students, faculty, and staff in the event of an urgent situation on campus such as class cancellations, campus closings, severe weather, or security incidents. The VSU Campus Alert service enables campus leaders to schedule, send and track personalized voice messages, and can also send text messages to cell phones and email addresses.</p> <p>To help students protect their personal safety online, the VSU Office of Information Technology provides a safe computing guide at http://www.valdosta.edu/it/safe.shtml The VSU Department of Environment and Occupational Safety (VSU EOS) provides safety tips online at http://www.valdosta.edu/finadmin/safety/SafetyTips.shtml and emergency quick reference guide at http://www.valdosta.edu/finadmin/safety/EmergencyQuickReferenceGuide.shtml</p> <p>Online safety training is available through the USG Environmental Health and Safety office at http://www.usg.edu/ehs/, including on-line modules for Hazardous Chemical Right-to-Know training, Hazardous Waste Awareness, and Bloodborne Pathogens. Additionally, the VSU EOS can provide departmental training and maintains a video library with topics ranging from Georgia Right-to-Know Rules to Fire Safety to Chemical and Laboratory Safety. Policies regarding public safety for VSU activities both on- and off-campus are published in the student handbook, faculty handbook, VSU Human Resources Policy and Procedures manual, and on the VSU website.</p>
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G. Evaluation and Assessment

<p>Evaluation methods</p>	<p>All full-time faculty teaching in external degree programs are evaluated through course evaluations and annual reviews as are on-campus faculty. The Faculty Evaluation Model is published on the web at http://www.valdosta.edu/academic/FacultyPoliciesandProceduresGovernance.shtml</p> <p>As in on-campus courses, students are asked to evaluate course materials in external degree programs, the professor, and the course delivery in general as a means of summative evaluation for all courses. Course evaluations are currently conducted by a variety of methods, including electronically, providing opportunity for feedback from students in external programs. VSU is examining methods for streamlining and improving the online evaluation process. Evaluations are processed by the departments. After grades have been recorded, individual reports and overall comparisons are distributed faculty members and kept on file by the department. Faculty use these results to improve teaching and programs.</p> <p>Each full-time faculty member, including faculty in external programs, meets with the department head to set goals, review progress towards promotion and tenure (as appropriate) and establish priorities. Priorities for resources and distribution of workload are based on the mission and goals of the unit, consistent with those of the University. Faculty are encouraged to identify data collection tools to promote the identification of best practices in the chosen medium of instruction, including frequent student feedback, peer evaluation, and external review of course materials. Faculty evaluations include self reflection and the identification of areas for growth and development as a faculty member. Faculty have a right to comment in writing on any aspect of their annual evaluation. Faculty sign and receive a final copy of their annual evaluation. College procedures allow for a period of monitored remediation for faculty who receive sub-standard professional performance evaluations. Faculty teaching in external programs are open to the same promotion and tenure opportunities as faculty teaching in traditional modes.</p>
<p>Data collection and reporting</p>	<p>To determine the effectiveness of external degree programs, VSU will systematically evaluate data from multiple outcomes-based assessments. Formative evaluation of new programs is based on student input, student</p>

	<p>performance, and instructor analysis of instruction as students progress through the curriculum.</p> <p>Summative evaluations will include measures of program outcomes including evidence of student performance, student evaluations of course and faculty, employer feedback regarding employee performance and work placement, faculty and student work effort measures, and enrollment data.</p> <p>Data for the overall evaluation of external programs are included in institution-wide activities coordinated by the Office of Strategic Research and Analysis, such as surveys of graduates, faculty surveys of institutional effectiveness, and annual institutional goal attainment reports. In addition, all courses include student assessment components reflecting on the specific course objectives. These course objectives are correlated with the overall objectives of the respective program.</p>
Retention and participation	<p>The VSU Office of Strategic Research and Analysis facilitates the collection, analysis, and interpretation of institutional data to support planning and effective decision making. This includes assisting with data and reports on retention and participation in degree programs, regardless of delivery format. This data is shared with the Office of Academic Affairs and the Student Success Center for action.</p>
Program review	<p>The VSU Comprehensive Program Review process examines academic programs, regardless of deliver format, including a review of program quality, viability, and productivity including retention, as part of the strategic planning process to enhance/improve programs.</p>

Infrastructure and Services Unique to Off-campus Programs

Outline information about infrastructure and services unique to off-campus programs. Site actual process, policy, procedure, or practice for each component.

If there are differences by specific location in the way services are rendered, discuss them. However, if services are managed in a uniform way, then address all off-campus programs together.

B. Curriculum and Instruction	
Educational content and student outcomes	See Common Infrastructure and Services
Appropriate technology	<p>At the Naval Base at Kings Bay, VSU maintains computer labs, network connectivity, classroom technology, and administrative support technologies.</p> <p>At Moody Air Force Base, VSU has arranged for students to use a computer lab provided by the base.</p> <p>All other instructional sites are currently located at educational facilities where VSU negotiates MOUs with host institutions to provide on-site access to appropriate technology.</p> <p>See Also, Common Infrastructure and Services.</p>
Instructional materials	See Common Infrastructure and Services
C. Faculty	
Training, professional development, and support	
Training, professional development, and support	See Common Infrastructure and Services

Credentialing requirements, ratios, and processes	See Common Infrastructure and Services
Evaluations	See Common Infrastructure and Services
D. Student Support	
Library services	<p>VSU negotiates Memorandums of Understanding with sister institutions hosting off-campus programs to provide on-site access to Library Services.</p> <p>At the Naval Base at Kings Bay, VSU maintains a branch of the Odum Library, including library staff and a full-time research librarian.</p> <p>See Also, Common Infrastructure and Services.</p>
Learning support and tutoring	See Common Infrastructure and Services
Advising	See Common Infrastructure and Services
Counseling	See Common Infrastructure and Services
Disability services	See Common Infrastructure and Services
Career guidance	See Common Infrastructure and Services
Bookstore	<p>At the Naval Base at Kings Bay, VSU maintains a bookstore to provide students with reasonable access to required course materials and texts.</p> <p>See Also, Common Infrastructure and Services.</p>
Testing and evaluation	See Common Infrastructure and Services
Technical support	<p>VSU negotiates Memorandums of Understanding with sister institutions hosting off-campus programs to provide on-site technical support.</p> <p>See Also, Common Infrastructure and Services.</p>
Curriculum, course & degree requirements	See Common Infrastructure and Services
Costs and payment policies	See Common Infrastructure and Services
Faculty/student interaction	For degree programs at off-campus sites, faculty provide opportunities to interact with students face-to-face at the instructional site, by phone or by email. VSU maintains offices at some off-campus sites including the Navy Submarine Base at Kings Bay, Moody AFB, and Waycross College.
Communications	See Common Infrastructure and Services
• Course information	See Common Infrastructure and Services
• Access to resources	See Common Infrastructure and Services
E. Administrative, Fiscal, and Operational Support	
Cross-department planning and coordination	See Common Infrastructure and Services
Operational plan	See Common Infrastructure and Services
Budget	See Common Infrastructure and Services

F. Other	
Compliance with law and policy	See Common Infrastructure and Services
Security	See Common Infrastructure and Services
Contracts, licenses, and policies	See Common Infrastructure and Services
Safety	VSU negotiates Memorandums of Understanding with sister institutions hosting off-campus programs to provide for student safety. See Also, Common Infrastructure and Services.
G. Evaluation and Assessment	Site(s): Degree(s):
Evaluation methods	See Common Infrastructure and Services
Data collection and reporting	See Common Infrastructure and Services
Retention and participation	See Common Infrastructure and Services
Program review	See Common Infrastructure and Services

Infrastructure and Services Unique to Distance Education

Outline information about infrastructure and services unique to distance education. Briefly site actual process, policy, procedure, or practice for each component.

If there are differences tied to specific technologies or to specific academic programs, address them individually. Otherwise, explanation can address all distance education programs.

B. Curriculum and Instruction	
Educational content and student outcomes	Web-based courses in a program may be provided through Blackboard Vista or other web-based technologies providing students with synchronous and asynchronous communication tools, access to multimedia enriched online content, and assessment options. Faculty also use multiple and varied means for assessing student performance within courses. Student guides describe the course participation expectations. Requirements for on-campus attendance or exam proctoring are clearly identified in course syllabi and in registration schedules. Vista Reports and Tracking tools allow faculty to monitor student participation and progress. The tracking tools provide a detailed summary of activity information for individual students, including a log of their access to course content, participation in discussions, and assignment submissions. Thus when student participation or performance does not meet expectations, the instructor can respond appropriately.
Appropriate technology	Distance Education courses use a variety of instructional technologies to enhance the learning of students and to ensure quality. VSU online course development projects are based upon a facilitated, collaborative approach, which allows faculty to draw on the expertise and contributions of many collaborators. The support for distance learning initiatives includes the faculty content experts and individuals with expertise in online instructional design and pedagogy, technology, graphic design, HTML coding, multimedia production, project management, and facilitation. Departments

	<p>with supporting roles include Distance Learning, Information Technology, Media Services, Satellite Services, Continuing Education, Professional Development, and the HUB. This collaborative support produces new courses with a depth of content and interactivity. The VSU Distance Learning Department provides instructional design services to facilitate the development of new online courses. These services and training for faculty course developers consider technical issues and guidelines for digital learning content, including accessibility and copyright issues.</p> <p>The institution provides a CMS platform that integrates a variety of instructional options. Discussion boards and chat rooms enable students to work together as a group for projects and support. Professors may hold “virtual” office hours by being available by phone/email/ or video conferencing at specified times. The use of technology (CMS, Live Text, IP video, etc) enables faculty to address standards, interact frequently and provide feedback, and provide flexibility and access for students in our region and beyond.</p> <p>VSU is exploring supervision of Internships at distant localities through the use of desktop video; students will be required to purchase camera and software; faculty have adequate resources in place to support the activity.</p>
<p>Instructional materials</p>	<p>Some VSU online courses and programs may incorporate instructional materials acquired from other sources such as University System initiatives, (eCore, Vista adoptable template) or textbook vendors (ePacks), for example. The use of these acquired materials will be subject to the same processes for ensuring academic standards as described above. See Also, Common Infrastructure and Services.</p>
<p>C. Faculty</p>	
<p>Training, professional development, and support</p>	
<p>Training, professional development, and support</p>	<p>Valdosta State University provides appropriate training and professional development opportunities, and continuing fiscal and logistical support for faculty who develop and teach distance education courses. Faculty new to distance learning also have opportunities for mentoring by experienced distance learning faculty members through the HUB Cooperative. All distance learning faculty are also enrolled in the Faculty Intro to Vista online course developed by Advanced Learning Technologies, and Interactive Demos for Faculty and Designers created in collaboration with WebCT.</p> <p>During the development and delivery of new distance learning courses, the Distance Learning department provides faculty with comprehensive training and assistance. A variety of hands-on workshops are scheduled, including Vista and various instructional technology and multimedia production applications.</p> <p>In addition to workshops, the Distance Learning Department provides one-on-one training sessions for distance education faculty. See Also, Common Infrastructure and Services.</p>
<p>Credentialing requirements, ratios,</p>	<p>See Common Infrastructure and Services.</p>

and processes	
Evaluations	See Common Infrastructure and Services.
D. Student Support	
Library services	See Common Infrastructure and Services.
Learning support and tutoring	See Common Infrastructure and Services.
Advising	See Common Infrastructure and Services.
Counseling	See Common Infrastructure and Services.
Disability services	See Common Infrastructure and Services.
Career guidance	See Common Infrastructure and Services.
Bookstore	See Common Infrastructure and Services.
Testing and evaluation	See Common Infrastructure and Services.
Technical support	See Common Infrastructure and Services.
Curriculum, course & degree requirements	See Common Infrastructure and Services.
Costs and payment policies	See Common Infrastructure and Services.
Faculty/student interaction	Distance learning students have opportunities for faculty-student interactions and faculty-student conferences using online and telephone communications. Professors in distance learning programs are required to provide virtual office hours when they may be reached by phone, instant messaging, chat, or email. In distance learning programs involving regional collaborations with other institutions, regional meetings may be held at the partnering sites to provide program information and collect feedback for formative evaluations.
Communications	See Common Infrastructure and Services.
<ul style="list-style-type: none"> Course information 	<p>The VSU Department of Distance Learning provides the point of contact through which distance learning students access accurate and timely information associated with distance education instruction. The Distance Learning Department provides information to students through the department office located in Odum Library, email, phone, and via the Distance Learning Website. Students may obtain information on distance learning courses and programs, online readiness, online catalogs, admissions, advising, policies and procedures, web registration, Blackboard Vista, online bookstore, course schedules, calendars, fees, financial aid, library, and helpdesk support. Links to program brochures and departmental web pages provide program information for distance learning students including: course information; pre-requisite technology competencies and skills; equipment requirements; availability and access to academic resources; student services; auxiliary services, program costs, payment policies, and admissions procedures.</p> <p>The VSU Distance Learning Website provides online students and prospective students with a quick index of links to information on online course offering and online degree</p>

	programs at Valdosta State University. Via this index, students may access information on curriculum, course and degree requirements for the respective programs, as well as program descriptions, upcoming course schedules, admission requirements, application information, and program costs.
• Access to resources	See Common Infrastructure and Services.
E. Administrative, Fiscal, and Operational Support	
Cross-department planning and coordination	See Common Infrastructure and Services.
Operational plan	See Common Infrastructure and Services.
Budget	See Common Infrastructure and Services.
F. Other	
Compliance with law and policy	See Common Infrastructure and Services
Security	See Common Infrastructure and Services
Contracts, licenses, and policies	See Common Infrastructure and Services
Safety	To help students protect their personal safety online, the VSU Office of Information Technology provides a safe computing guide at http://www.valdosta.edu/it/safe.shtml See Also, Common Infrastructure and Services.
G. Evaluation and Assessment	
Evaluation methods	See Common Infrastructure and Services
Data collection and reporting	See Common Infrastructure and Services
Retention and participation	See Common Infrastructure and Services
Program review	See Common Infrastructure and Services