

Table 3.13.4-1
Distance Education Compliance Standards

Standard	Requirement	Compliance
<p>1.1 2.6</p>	<p>The institution is in operation and <u>has students enrolled in distance education degree programs.</u></p> <p>An institution that offers distance education must ensure that it reports <u>accurate headcount enrollment</u> on its annual Institutional Profile submitted to the Commission.</p>	<p>Prior to Fall 2010, Trevecca Nazarene University offered only an occasional course via a distance education (online) mode, primarily through the Graduate Education Program. Most of these were hybrid courses in that some, if not the majority, of the time students were in a face-to-face classroom setting. Primarily, these classes provided the opportunity for university faculty to experiment with new delivery systems.</p> <p>In 2010, the university responded to a request by the Southern Territory of The Salvation Army, for whom the university already offered a degree-completion program in Christian Ministry, to create for them a totally online graduate program in leadership in order to meet the needs of their officers (clergy) who already had an undergraduate degree. This led to the development of the Master of Organizational Leadership (MOL) Program. A substantive change prospectus for asynchronous delivery of the program was submitted to the Commission on Colleges and the program was approved in January 2010. The first cohort group of 17 students started classes in October 2010. As was the desire of The Salvation Army, this program was open to students other than those in The Salvation Army. In Spring 2012, the university had three MOL cohort groups with a total of 33 students, and in Summer 2012, there were 47 students in four cohorts. Eleven members of Cohort 1 completed their program in August 2012.</p> <p>In May 2011, the university notified the Commission staff of its intent to offer an existing, but then inactive, program, the MEd major in Curriculum, Assessment, and Instruction (CAI), through totally online asynchronous delivery. The first cohort group was started in Fall 2011 with 13 students. A second cohort began in Summer 2012 with an enrollment of 14. In November 2011, the Commission staff was notified of the university's intent to offer both its BA degree-completion major in Christian Ministry and its EdD major in Leadership and Professional Practices in distance education formats. At the time of the writing of this report, both of these programs continue to be offered only through face-to-face instruction, with start yet schedule for online delivery. Likewise, the university submitted a letter of intent in May 2012 to expand its on-line delivery of its following approved programs whereby 50% of each may be offered through an asynchronous distance education format: the AA degree major in General Studies and the BA degree-completion major in Management and Human Relations (MHR). No date has yet been set for the start of these two programs.</p> <p>The university also made a decision in 2011 to begin offering courses in its general education core curriculum for its traditional students as online summer courses in a asynchronous delivery format. Many of the university's traditional undergraduates were taking courses to meet their general education requirements at home during the summer months, resulting in low enrollments in the university's face-to-face summer courses. The decision was based on both providing a service to students, while ensuring they were taking courses that incorporated the mission of the university. The success of Summer 2011, an unduplicated headcount of 81 students in 13 courses, led the university to increase its number of courses in Summer 2012. The result was an enrollment of 175 students in 32 courses.</p>

		The Office of Institutional Research maintains the official reports regarding enrollment for the university and submits all total enrollment and headcount numbers as requested for the IPED report and the SACSCOC Institutional Profile.
2.4 3.1.1	If an institution offers significant distance education, it should be reflected in the <u>institution's mission</u> .	<p>Online education is reflected in the university's mission statement/statement of purpose as follows: "The university provides a variety of face-to-face and distance education nontraditional and continuing education professional programs at the undergraduate, master's, and doctoral levels." The university has offered nontraditional adult and graduate programs for over 30 years. The clarification of "face-to-face" was added by the university's Board of Trustees in March 2012, as documented in the institutional responses to CR 2.4 Institutional Mission and CS 3.1.1 Mission.</p> <p>In addition to approval of new programs, the Board of Trustees is regularly keep inform of the status of its various academic programs. Attached are board minutes showing approval of the MOL online program, a follow up report by the associate provost and dean of academic affairs to the board on the status of online programs, and a summary of comments made by President Dan Boone to the Board of Trustees in March 2012 relative to the significance of online education to the mission of the university (3.13.4-2).</p>
2.7.1 4.4	<u>Program length</u> is appropriate for each of the institution's distance education programs.	The length of the two current programs offered via online delivery is determined by the individual university schools overseeing each program and approved through the appropriate faculty committees. They are consistent with those of the university's face-to-face programs. The lengths of these programs are addressed in the institutional responses to CR 2.7.1 Program Length and FR 4.4 Program Length. Attachments 2.7.1-8 and 4.4-2 present a breakdown of the length of all graduate programs.
2.7.2 4.2	For all degree programs offered through distance education, the programs embody <u>a coherent course of study that is compatible with the institution's mission</u> and is based upon fields of study appropriate to higher education.	Attachments 2.7.2-6 shows the linkage all academic programs to the institution's mission, including the MOL and CAI programs and that they are assessed in through the same processes and procedures as all programs, and with the same scrutiny. Attachment 2.7.2-19 provides the course of study for the two programs as they are included in the <i>Graduate Catalog</i> (beginning with pages 85 and 121).
2.7.4	The <u>university provides all of the coursework required</u> for its distance education programs.	As noted in the institutional response to CR 2.7.4 Coursework for Degrees, the university provides all of the coursework for its MOL and CAI programs. The university also currently provides all of the coursework for the four additional programs for which it has notified the Commission staff of its intent to offer via distance education: AA degree major in General Studies, BA major in Christian Ministry, BA major in Management and Human Relations, and EdD major in Leadership and Professional Practices.
2.8 3.7.1	An institution offering distance education courses/programs ensures that there is a <u>sufficient number of full-time faculty qualified</u> to develop, design, and teach the courses/programs.	<p>The university has established guidelines, policies, and procedures for approving course instructors for all of its courses and academic programs, including those delivered through online formats. These are addressed in the institutional response to CS 3.7.1 Faculty Competence. The MOL is an interdisciplinary program and the CAI is under the oversight of the School of Education. Qualifications for teaching an online general education courses are the same as when these courses are taught face-to-face.</p> <p>The response to CR 2.8 Faculty documents that there is a sufficient number of qualified full-time faculty to ensure the quality and integrity of the university's online graduate programs. Attachments 2.8-14, 2.8-15, and 2.8-16 break out the percentages for all graduate programs. The low percentage for the CAI program is discussed in the narrative (6th paragraph from the end).</p>

<p>2.9 3.8.1 3.8.2 3.8.3</p>	<p><u>Library collections, resources, and services</u> are sufficient to support the institution's distance education programs.</p>	<p>The university's library collections, resources, and services, including those related to electronic resources, are addressed in the institutional responses to CR 2.9 Learning Resources and Services, CS 3.8.1 Learning/Information Resources , CS 3.8.2 Instruction of Library Use, and CS 3.8.3 Qualified Staff. These document that students in the online programs and courses have access to all resources through electronic means. In addition to the resources already available to all students, the university included an additional \$10,000 in the annual budget, beginning FYE 2012, for electronic resources for the MOL program. The resources were already in place when the program was converted to online. Attachment 2.9-17 documents online student satisfaction with library resources. Training for online students in use of these resources is discussed in the response to CR 2.9 Learning Resources and Services under the section titled "Library Reference and Instruction."</p> <p>A link to the library resources is on every screen in the Connect online programs. Specific instruction on the use of the Waggoner Library is included in the online orientation courses for both faculty and students. Each cohort group is assigned a library resource person on the campus.</p>
<p>2.10 3.4.9 3.9.3</p>	<p>Students have adequate access to the range of <u>academic and student services</u> appropriate to support the programs offered through distance education.</p>	<p>All applicable services provided to campus students are also presented to online students, including a full-time advisor, full-time technology support staff, academic and disability services support through the Center for Leadership, Calling, and Service (CLCS), and a full-time library staff member. These are addressed in the institutional response to CR 2.10 Student Support Services and CS 3.4.9 Academic Support Services. Of significant to this support was the consolidation of services from various academic units across campus in March 2011 to establish the College for Lifelong Learning (CLL). The purpose of the CLL was to centralize many of the support service for adult students in the degree-completion and graduate programs, and for all university students taking online programs and courses. Two positions were added specifically for support of online programs. Many of the new personnel have had long-time experience with adult students and with online programming, including the dean of the CLL. This is documented in the organizational chart in Attachment 2.10-20 and in the rosters for CLL personnel in Attachment 3.9.3-13.</p> <p>As noted in the institutional response to CS 3.4.9 Academic Support Services, academic support is coordinated through the director of online learning and addressed throughout the CLL team. Student advising, financial aid, business office services, and technical support all have people dedicated to online students. Technology support is discussed in the Information Technology Services section of the response to CS 3.4.9. Training and support for faculty in presented under the section for the Center for Teaching and Learning.</p>
<p>2.11.1 2.11.2 3.11.3</p>	<p>The institution, in making distance education courses/programs a part of its mission, <u>provides adequate funding</u> for faculty, staff, services, physical resources, and the technological infrastructure to support the methodology.</p>	<p>The university provides adequate funding for faculty, staff, and the technological infrastructure to support its distance education program and services. The office of the executive vice president for finance and administration evaluates the financial allocations for the online program. The primary increase in funding has been as a result of new personnel in the College of Lifelong Learning and for training of instructors and faculty to develop the online courses. Current facilities used to house CLL personnel are adequate; however, as the staff may increase in size in the next few years, the university will need to address the space issue. All staff equipment is provided by the Information Technology Services as needed. Servers and a programming team are provided through the contracted learning management system host, rSmart, which operates out of Arizona with a server farm that employs multiple levels of redundancy.</p> <p>Online courses are developed to limit the requirement of resources outside of those available through the Internet. Some general education courses, such as science or speech courses, might require special equipment. The specific needs for such classes are presented prior to the start of an online course and</p>

		<p>students are required to ensure they have the necessary equipment to participate (like a video camera or lab supplies). If a student is near the institution and wants to come to the campus, the university will accommodate the student.</p> <p>The technology infrastructure to support the distance education programs and courses is presented in the institutional responses to CS 3.11.3 Physical Facilities and CS 3.4.12 Technology Use. The university has an agreement with rSmart to provide the Connect (Sakai) learning management platform. rSmart's involvement is limited to provision of the platform, including administrative help services, programming, and data storage. While Connect is the required learning management system, some programs use other outside resources for content and/or assignments, such as a textbook website.</p>
3.2.14	Distance education policies are clear concerning <u>ownership of materials</u> , faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.	These policies are clearly stated in the university's policy on "institutional property rights" as discussed in the institutional response to CS 3.2.14 Intellectual Property Rights. In addition, anyone hired to develop a course for the CLL is required to sign an agreement for course development that further addresses the ownership issue for courses (3.13.4-3).
3.3.1.1	Comparability of distance education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including <u>assessments of student learning outcomes, student retention, and student satisfaction.</u>	<p>The same process is used by the CLL to assess all online courses as is done for all graduate, degree completion and nontraditional courses. In addition, the online department builds an end-of-course survey into each fully online course (3.13.4-3). Assessment of student learning outcomes is managed in the individual courses through testing, assignments, and class discussion.</p> <p>The assessment results for all academic programs and for administrative and support services for all programs are included in the institutional response to CS 3.3.1.1 Institutional Effectiveness. Both the MOL and the CAO are marked "NA" (not applicable) in the chart due to the fact that the programs are both still too new to assess. The university can document that all programs that have been in place for more than two years are assessed on an annual basis.</p>
3.3.1.2 3.3.1.3	The institution regularly <u>assesses the effectiveness of its provision of student support services</u> for distance education students.	The online department in the CLL builds an end-of-course survey into each fully online course to assess effectiveness (3.13.4-4). Because the CLL was a new administrative unit in 2011 and the online programs also only been offered within the last two years, the university has no assessment reports for the unit or the programs. These are being documented in the next cycle of reviews. The university can demonstrate in the institutional response to CS 3.3.1.2/3 Institutional Effectiveness that all programs that have been in place for more than two years are assessed on an annual basis.
3.4.1 3.4.10 3.6.1 3.6.2 3.7.5	The <u>faculty assumes primary responsibility for and exercises oversight of distance education</u> , ensuring the quality of instruction and rigor of the programs.	Faculty members oversee the programs and the course development for the online programs offered through their academic units to ensure they meet the same standards for all courses offered through their unit. This is discussed in the institutional response to 3.4.1 Academic Program Approval. The CAI is under faculty in the School of Education; the MOL is under an interdisciplinary faculty committee. Various aspects of the curriculum are discussed in the institutional responses to CS 3.6.1 Program Rigor and 3.6.2 Graduate Curriculum. Representative syllabi for the MOL are included in attachments 3.6.1-26, 3.6.2-18, 3.6.2-19, and 3.6.2-20). Two representative syllabi for the CAI are attached (3.13.4-5). The institutional response to CS 3.6.2 Graduate Curriculum includes a listing of courses in both the MOL and Graduate Education Programs. Minutes documenting approval of the MOL by the Graduate Committee are attached (3.13.4-6). The CAI has been offered for a long time by the university in a classroom setting, but was inactive for the two years prior to offering it first time as an online program in Fall 2011.

<p>3.4.3 3.4.4 3.4.5 3.6.3</p>	<p><u>Admission, transfer, and other academic policies</u> for distance education programs are the same as those for traditional programs offered by the institution.</p>	<p>Admission, transfer, and other academic policies for online programs are the same as those for other programs offered by the university. These are discussed in the institutional responses to CS 3.4.3 Admissions Policies, CS 3.4.4 Acceptance of Academic Credit, CS 3.4.5 Academic Policies, and CS 3.6.3 Institutional Credits for a Degree. Any appropriate exceptions are included in a program’s description in the catalog. Table 3.4.4-23 reveals that no more than 06 hours can be transferred into either the MOL or CAI programs. Specific issues regarding the transfer of credit into a graduate program is discussed in the institutional response to CS 3.6.3.</p>
<p>3.4.6 4.9</p>	<p>For all courses offered through distance education, the institution employs sound and acceptable practices for determining the <u>amount and level of credit awarded.</u></p>	<p>The university determines the amount of credit for distance education courses in the same way as it does for any course at the institution. This is addressed in the institutional response to CS 3.4.6 Practices for Awarding Credit and CS 4.9 Definition of Credit Hours. The institution’s policy for awarding credit is included in the <i>Faculty and Human Resources Handbook</i> (Section 3:9:1) and in Attachment 3.4.6-7.</p>
<p>3.4.7</p>	<p>An institution entering into <u>consortial arrangements or contractual agreements</u> for the delivery of courses/programs or services offered by distance education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.</p>	<p>Program and course design for the institution’s online courses and programs are handled by university personnel; consequently, the university has no consortial arrangements or contractual agreements for the delivery of courses/programs. The university does have an agreement with rSmart to provide the Connect (Sakai) learning management platform. rSmart’s involvement is limited to provision of the platform, including administrative help services, programming, and data storage. While Connect is the required learning management system, some courses require outside resources for content and/or assignments, such as a textbook website. In such cases, the program directors are responsible to ensure the effectiveness and quality of the content.</p>
<p>3.4.11</p>	<p>Responsibility for <u>coordination for distance education programs</u> and for curriculum development and review is assigned to persons academic qualified in the field.</p>	<p>Attachment 3.4.11-2 lists qualified individuals who are assigned as the coordinators for the MOL and CAI programs. Qualifications are documented in the Faculty Roster.</p>
<p>3.4.12</p>	<p>The <u>technology used is appropriate</u> to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.</p>	<p>Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology. The university has an agreement with rSmart to provide the Connect (Sakai) learning management platform. rSmart’s provides administrative help services, programming, and data storage. Expectations regarding the use of the technology is clearly communicated to students through the CLL and reinforced through a one-week online orientation. The institutional response to CS3.4.12 Technology Use lists the components of the technology infrastructure that supports on-line education, including online library resources, and security protection.</p> <p>Technical expertise is provided by rSmart at the programming level, by the university’s ITS department at the system-level, and by the online team at the program-level. Students taking fully online or hybrid classes are required to complete a one-week online orientation and face-to-face students are provided an introduction to the system. Attachments 3.4.12-24 and 3.4.12-25 are syllabi used for training both students and instructors. The university’s director of online learning and the assistant director are available as needed.</p>
<p>3.7.2</p>	<p>The institution has clear criteria for the <u>evaluation of faculty</u> teaching distance education courses and programs.</p>	<p>Faculty teaching distance education courses and programs are evaluating using the same processes and procedures used for those teaching face-to-face courses, as addressed in the institutional response to CS 3.7.2 Faculty Evaluation. Compiled data for instructor evaluations for online courses are included as Attachments 2.5-73 (General Education Traditional), 2.5-74 (CAI), and 2.5-76 (MOL).</p>

<p>3.7.3</p>	<p>Faculty who teach in distance education programs and courses receive appropriate training.</p>	<p>All online instructors are required to take a one-week introduction to online learning and a six-week introduction to online teaching in preparation to teach in the online environment. Face-to-face training, in 27 one-hour sessions, was delivered February-April, 2012 to prepare instructors for the transition from the Angel platform to Connect.</p> <p>Faculty training for teaching online course is discussed in the institutional response to CS 3.7.3 Faculty Development. It is evident from a review of the topic of many workshops, webinars, presentations over the past year, that a major focus has been given to assisting faculty with using technology in the classroom and in teaching online courses (see attachments 3.7.3-21, 3.7.3-22, and 3.7.3-23). Attachments 3.7.3-24 and 3.7.3-25 are assessment reports on distance education teaching and training.</p>
<p>3.9.2 4.8.2</p>	<p>Documented procedures assure that security of personal information for distance education students is protected in the conduct of assessments and evaluations and in the dissemination of results.</p>	<p>Security of student records is addressed in the institutional response to CS 3.9.2 Student Records. These policies are applicable to all distance education programs and courses. The response to FR 4.8.2 Student Privacy focuses especially on the ways in which the institution protects the privacy of a student enrolled in an online course. It outlines the policy which is included in Section 3:1:4 in the <i>Faculty and Human Resources Handbook</i>, and the <i>Adjunct Faculty Handbook</i>.</p>
<p>4.3</p>	<p>Current academic calendars, grading policies, and refund policies are available to students and the public for distance education courses and programs.</p>	<p>The university published policies on its academic calendar, grading policies, and refund policies in the <i>University Catalog</i>, the <i>Graduate Catalog</i>, and various catalog supplements for the adult-degree completion programs. Documentation of this is presented in the institutional response to FR 4.3 Publication of Policies. The grading policy for online courses is the same as all other courses and is included in all catalogs.</p> <p>The institution's refund policy for all online courses is listed on page 36 in the <i>University Catalog</i> (2012-13) and page 27 in the <i>Graduate Catalog</i> (2012-13), both of which are accessible to students and the public on the university's website. The university academic calendar is included in all catalogs, with clarifications for some programs. The <i>University Catalog</i> includes the summer semester schedule for online courses to be taken by traditional undergraduate students. The <i>Graduate Catalog</i> notes that starting and ending dates for graduate programs vary within the framework of each semester and that program directors give students a schedule for their respective program. These are also listed on the program's website through the College of Lifelong Learning. Relevant pages from the <i>University Catalog</i> (2012-13) and <i>Graduate Catalog</i> (2012-13) for the university's current online programs are attached (3.13.4-7).</p>
<p>4.5</p>	<p>Students in distance education programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.</p>	<p>Students have access to a complaint report in the online classes, and also have access to the institution's website page concerning the complaint process. The following statement is included on online course syllabi:</p> <p>“Question, Concern, and Complaint Report Trevecca Nazarene University wants to provide the best possible student services and desires to address in an appropriate manner any issues that may raise questions, concerns, or complaints. In order to help facilitate a student's ability to ask questions, express concerns or register complaints, we have a form that can be completed by the student. Upon receiving this completed form, TNU will respond within two business days. Students may always contact the university in any manner more convenient to the student.”</p> <p>Attachment 4.5-14 in the institutional response to FR 4.5 Student Complaints documents a complaint from a online MOL student.</p>
<p>4.6</p>	<p>Advertising, recruiting, and admissions information adequately</p>	<p>The CLL marketing efforts are continually scrutinized for accuracy involving the representation of online education. All materials/training of recruiters accurately represent the programs, requirements, and</p>

	and accurately represent the programs, requirements, and services available to students.	services. Attachments 4.6-16, 4.6-24, and 4.6-26 demonstrate recruitment materials for online programs.
4.8.1	The institution must demonstrate that the <u>student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit.</u>	This is addressed in the institutional response to FR 4.8.1 Student Identity.
4.8.3	The <u>institution</u> has a written procedure distributed at the time of registration or enrollment that <u>notifies students of any projected additional charges associated with verification of student identity.</u>	This is addressed in the institutional response to FR 4.8.3 Student Charges. Attachment 3.13.4-7 documents that a statement notifying students of online technology requirements is included in the <i>University Catalog</i> (2012-13) and the <i>Graduate Catalog</i> (2012-13).