

BOARD OF REGENTS
BRIEFING PAPER
HANDBOOK REVISION: Distance Education

BACKGROUND & POLICY CONTEXT OF ISSUE:

At the request of Vice Chancellor Jane Nichols, the Distance Education Directors across the System reviewed the existing provisions of Board policy that govern distance education (*Title 4, Chapter 14, Section 11*) and recommended various technical changes and corrections to the policy, which align the Board's policy with current practice on each campus and further update terminology.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend Title 4, Chapter 14, Section 11 to align Board policy with current practice, update terminology, and other technical changes and corrections. (See attached Policy Proposal.)

IMPETUS (WHY NOW?):

The recommended revisions are brought forward at this time following the review of the existing distance education policies by the Distance Education Directors as requested by Vice Chancellor Jane Nichols.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

The proposed revisions will:

- Align Board policy with current campus practices in distance education;
- Make technical changes and corrections, including the updating of campuses names (e.g. CCSN to CSN and WNCC to WNC) and updating terminology (distance learning to distance education); and
- Clarify existing policies.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

The recommended revisions are primarily technical in nature and focus on cleaning up policy language; therefore, no arguments against the proposed revisions have been brought forward.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Due to the technical and clean-up nature of the revisions – no alternatives to the proposed revisions have been brought forward.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- X Amends Current Board Policy: *Title 4, Chapter 14, Section 11*
- Amends Current Procedures & Guidelines Manual: Chapter # _____ Section # _____
- Other: _____
- X Fiscal Impact: Yes _____ No X _____
- Explain: _____

POLICY PROPOSAL
TITLE 4, CHAPTER 14, SECTION 11
Distance Education

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 11. Distance [Learning] *Education*

The term “distance education” means a formal educational process in which the majority of the instruction occurs when the student and instructor are separated by geographic distance or time. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, video, or other electronically mediated technologies.

NSHE credit and noncredit courses may be offered through the use of distance [learning] *education* technologies. The following guidelines shall be used to assure academic quality for distance [learning] *education* courses offered for academic credit applicable toward a certificate or degree:

1. *In accordance with the appropriate standards for institutional accreditation, the [The] quality of distance [learning] education courses [should] must be equal to or exceed that of on-campus courses. Distance education courses are subject to all applicable institutional policies and procedures to ensure quality. [This includes the application of institutional procedures in admission of students to programs or courses, selection and evaluation of instructors, and monitoring of the assessment of student performance.] (B/R 11/98)*
2. Faculty members assigned to distance [learning] *education* courses may be provided with incentives, as deemed appropriate by the institution. (B/R 12/02)
3. *Each NSHE [The] institution will be expected to provide appropriate instructional support to ensure [insure] quality of its distance education course offerings. (B/R 9/93)*
4. *Each distance education course shall promote and exhibit current best practices and procedures for distance learning. This involves pedagogy, design, and delivery, including but not limited to adequate provisions for instructor training, instructor-student communication, assessment, and equivalent access to all appropriate student services that are available to on-campus students, including such services as academic advising, counseling, library and other learning resources, tutoring services, and financial aid.*
- 5[4]. Each distance [learning] *education* course must provide the opportunity for timely interaction between the student and the instructor, or a member of the instructional team responsible for the course, regarding the student’s progress. This may include (1) an orientation session or sessions at the beginning of the course; (2) periodically scheduled *guidance or tutoring* sessions during the semester either on an individual basis or in a group setting; and (3) provision for access by the student for advice or consultation with the faculty member. *These interactions may occur either as traditional face-to-face sessions or may be assisted through technology. (B/R 11/98)*
- [5. Each student enrolled in a distance learning course shall have reasonable access to all academic support services that the institution provides for students enrolled in on-campus resident credit programs, including such services as academic advising, counseling, library and other learning

resources, tutoring services, and financial aid.] (B/R 11/98)

6. Distance [~~learning~~] **education** materials produced outside or within the institution must be evaluated and selected in accordance with standard instructional procedures for course development and instruction. (B/R 11/98)

7. Campus Service Areas:

Geographic service areas are appropriate for interactive video when designating the institution with responsibility for 1.) establishing and maintaining interactive video sites in an area and 2.) coordinating the receipt of programs using interactive video with offering institutions. **Geographic service areas do not apply to web-based instruction. If an agreement is entered into by two or more NSHE institutions for delivery into the host institution's campus service area, these restrictions do not apply.**

[~~Community~~] College of Southern Nevada: Clark, Lincoln, and Esmeralda counties. [~~CCSN~~] CSN and GBC serve Nye County. (B/R 1/06)

Great Basin College: Elko, Eureka, Humboldt, Lander and White Pine counties. [~~CCSN~~] CSN and GBC serve Nye County. (B/R 1/06)

Truckee Meadows Community College: The greater urban area of Reno-Sparks, and Incline Village.

Western Nevada [~~Community~~] College: Storey, Carson City, Douglas, Lyon, Churchill, Pershing and Mineral counties and the rural areas of Washoe County, with the exception of Incline Village.

Nevada State College, Henderson : The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with NSCH and UNLV serving all parts south of a line joining the two cities. (B/R 12/02)

University of Nevada, Las Vegas : The southern portion of the state including Clark and Lincoln counties. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNLV and NSCH serving all parts south of a line joining the two cities. (B/R 12/02)

University of Nevada, Reno : The northern portion of the state including Washoe, Douglas, Carson City, Storey, Lyon, Humboldt, Pershing, Churchill, Mineral, Elko, Lander, Eureka. UNLV, NSCH and UNR serve Esmeralda, Nye and White Pine counties. Within Nye and White Pine counties, UNLV, NSCH, and UNR serve Tonopah and Ely, with UNR serving all parts north of a line joining the two cities. (B/R 12/02)
(B/R 9/93)

8. The institution offering a distance [~~learning~~] **education** course will receive the student FTE's enrolled in the course. If the course incurs costs to partner institutions (*e.g., marketing, registration, technology support*), a "sharing protocol" should be completed prior to the course being offered to identify costs that must be reimbursed among parties. (B/R 11/98)

9. Each campus will establish a protocol for determining costs or services to be paid by each partner when courses or programs are shared among institutions. The protocol will include, but not be limited to, sharing of special student fees, payment of facilitators and other services,

responsibilities for marketing the course and recruiting students, advising, and other support. The protocol will be updated regularly.

10. Distance [~~learning~~] **education** courses will be [~~prepared~~] **developed** in accordance with the following principles:
- a. Address state needs;
 - b. Operate programs collaboratively and share resources, if appropriate;
 - c. Base program decisions on documented student or citizen need;
 - d. Work with constituent groups (*e.g., K-12 school districts, employers, industry representatives*) to identify and prioritize the most pressing educational needs;
 - e. Use a combination of technologies, as appropriate to **support** curricular needs and student learning styles;
 - f. Ensure that academic plans influence the expansion of the technical infrastructure;
 - g. Provide essential support services to students;
 - h. Build institutional and system capacity to address more needs through distance learning;
 - i. Be accountable to the Legislature and the public for their use of state resources and the quality and appropriateness of their services; and
 - j. Partner with or broker programs from out-of-state institutions, where appropriate.

(B/R 12/02)

~~[For courses developed after the annual program planning process has been completed, information about these courses will be shared with other institutions as soon as possible.]~~

11. Each campus [~~will have a policy or procedure~~] **may develop policies and procedures** for the approval of distance [~~learning~~] **education** courses and programs. [~~No institution can offer a degree program in distance learning format that has not been previously approved by the Board of Regents for traditional deliver~~]. (B/R 11/98)

12. When institutional funds are used to purchase [~~interactive video~~] **distance education** equipment, that equipment is owned by the institution. Institutions accepting ownership of [~~interactive video~~] **distance education** equipment also accept responsibility for maintenance and service of that equipment. (B/R 11/98)

When [~~interactive video~~] **distance education** equipment owned by an institution is located at a non-NSHE site or such equipment is shared with non-NSHE institutions, a Memorandum of Understanding (*MOU*) shall be completed. The MOU will clearly specify the responsibilities of each party and what level of funding each party provides to support the equipment and related charges.

- 13. When distance education equipment is purchased by System Computing Services (SCS) for the support of NSHE institutions, the ownership of that equipment shall be retained by SCS, in addition to the responsibility for the maintenance, servicing, and operation of that equipment.**

- 14. Oversight of scheduling and switching of interactive video is the responsibility of [System Computing Services (SCS)] SCS.** SCS will work with institutional representatives, particularly in regards to installation, connectivity, and transmission. (B/R 11/98)