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## Medical College of Georgia

### *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
<b>Site Name</b>	Name of location
<b>Type of site</b>	OC = Off campus center H = Host campus consortium I = Instructional Site CS = Contract Site
<b>Site continuation plans</b>	EC = Continuing Site ET = Existing site; plan to terminate N = New or planned
<b>Degree Program</b>	Name of degree program
<b>Program Status</b>	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
<b>School of Allied Health Sciences</b>				
Columbus State University	OC	N	Doctorate in Occupational Therapy	A
Columbus State University	OC	ET	MHS in Occupational Therapy	D
Gainesville State College	OC	N	BS in Medical Technology	A
<b>School of Nursing</b>				
School of Health Sciences, Universidad del Turbao Puerto Rico	CS	N	Doctor of Nursing Practice	A
Vanderbilt University School of Nursing, Nashville, TN.	CS	N	Doctor of Nursing Practice	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
AS to BS in Respiratory Therapy (new)	X				
AS to BS in Allied Health Leadership (new)	X				

**OTHER Distance Education Programs (new or to be discontinued)**

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

**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

**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
<b>Site Name</b>	Name of location
<b>Type of site</b>	OC = Off campus center H = Host campus consortium I = Instructional Site CS = Contract Site
<b>Site continuation plans</b>	EC = Continuing Site ET = Existing site; plan to terminate N = New or planned
<b>Degree Program</b>	Name of degree program
<b>Program Status</b>	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	Program Status A, D
<b>School of Allied Health Sciences</b>				
Columbus State University	OC	ET	MHS in Occupational Therapy	D
North Georgia College and State University and Armstrong Atlantic State University	H	EC	Doctor of Physical Therapy	
<b>School of Nursing</b>				
Albany State University	OC	EC	Doctor of Nursing Practice	A
Clayton State University	OC	EC	Doctor of Nursing Practice	A
Columbus State University	OC	EC	Doctor of Nursing Practice	A
Columbus State University	OC	EC	Family Nurse Practitioner	A
Columbus State University	OC	EC	RN to BSN	A
Darton College	OC	ET	Doctor of Nursing Practice	D
Gordon College	OC	EC	Doctor of Nursing Practice	A
Gordon College	OC	EC	RN to BSN	A
Valdosta State University	OC	EC	Doctor of Nursing Practice	A

### 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
<b>School of Allied Health Sciences</b>					
Bachelor of Science in Radiologic Sciences with Major in Nuclear Medicine Technology	X				
Bachelor of Science in Radiologic Sciences with Major in Medical Dosimetry	X	X	X		X
Bachelor of Science in Radiologic Sciences with Major in Radiation Therapy	X	X	X		X
Bachelor of Science in Radiologic Sciences with Major in Medical Sonography	X	X	X		X
Bachelor of Science in Medical Technology (for MLT and CLT's only)	X				
Bachelor of Science in Health Information Administration	X		X		X
MPH with a major in Health Informatics	X		X		X
Bachelor of Science in Medical Technology	X		X		X
<b>School of Nursing</b>					
Doctor of Nursing Practice	x	x	x	x	x
MSN Family Nurse Practitioner	x	x	x	x	x
MSN Pediatric Nurse Practitioner	x	x	x	x	x
RN to BSN	x				

**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

**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

## **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.

The mission of the Medical College of Georgia is to improve health and reduce the burden of illness in society by discovering, disseminating, and applying knowledge of human health and disease. As the academic health sciences university for the State of Georgia, our institution offers programs designed for professional health science education. The university is committed to providing high levels of academic achievement and instructional quality in the education of health professionals for Georgia's diverse population.

The largest foci of need for health care professionals are in underserved regions of the state. Offering distance education optimizes our potential to enroll larger numbers of students in underserved areas while potentially allowing those students to maintain family and workforce productivity. Our strategy is to partner with existing institutions, hospitals, clinics, and other health care systems whenever possible to better leverage existing infrastructure and maximize resources. When this is not possible, we intend to offer instruction in areas identified as underserved or diverse regions of need as appropriate to achieve our mission and the needs of the System as a whole. When possible, we intend to pursue delivery of academic programming to national and international institutions or contract sites. Such partnerships are warranted when the academic programming does not detract from our statewide mission and purpose, yet can offer alternative opportunities to globalize or internationalize our curriculum, as well as serve to provide additional revenue sources. The Medical College of Georgia also intends to create opportunities to reduce faculty shortages through creation or revision of programs that educate future health care faculty. One strategy to achieve this opportunity would be retooling the "graying" health care workforce thereby creating alternatives in academics rather than retirement.

The Medical College of Georgia is committed to ensuring the tripartite mission is closely integrated to its academic program planning. Therefore, future programs will be closely aligned to thematic research and clinical care priorities of the institution. In addition, degrees and majors will be developed or revised to remain consistent with accrediting agency standards, or to achieve the level of credentialing necessary to properly educate students and future faculty.

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

The acute need for health professionals in the workplace has been well documented. Major underserved regions have been identified in the rural areas of southwest and northeast Georgia. The Medical College of Georgia intends to create flexibility and a ubiquitous character to its academic programming to achieve our mission as the academic health sciences university for the State of Georgia. A current, accurate and comprehensive assessment of projected need for health professionals is not available. At a recent health summit, the vital requirement of a state wide analysis to support prudent academic program planning was clearly identified.

While there is quantitative data as related to specific disciplines, most notably nursing, a comprehensive analysis of all health care professionals workforce needs is lacking. For example it is documented that hospital vacancies for some Allied Health Sciences disciplines such as laboratory and rehab sciences are as high as 15% in most areas. Of course, the nursing workforce shortage in Georgia is supported by state and federal data sources. Approximately 39% of Georgia's nursing faculty retired by 2005, severely hampering the ability to educate more nurses and compounding the nursing shortage. Enrollments in the state's basic nursing programs have increased during the past few years, but the dwindling numbers of educators has hampered efforts to meet the growing demand for nursing education. In addition, the major medically underserved areas in south Georgia have nursing (RN) vacancy rates as high as 27% which exceed that state average of 13%. Most recently, a projected physician's workforce shortage has been acknowledged, as well as documented shortages of dentists in rural regions. This will be a major focus for

the Medical College of Georgia as the only medical and dental school within the University System of Georgia.

The Medical College of Georgia will perform appropriate needs assessments to analyze current and projected state, regional or national demand for proposed health science discipline academic programs. Demand may include overt workforce shortages or the requirement to achieve workforce development through advanced education and higher degree standing. The Medical College of Georgia should have a key role in the development of faculty to achieve improved capacities to train health care professionals in the future.

The Medical College of Georgia intends to cooperatively serve as a vital link in the University System, however intends to be a strong and guiding influence in the scope of health professional programs delivered to achieve the needs for Georgia. We feel strongly this is our mission as the health sciences institution for the state.

### ***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.

The advancement of instructional offerings to achieve our mission and goals may require new facilities, although it is our purposeful intent to capitalize on creating partnerships with existing institutions and agencies to reduce the fiscal impact of operationalizing programs. Highly specialized programs, or those for which the Medical College of Georgia is the only provider, are more likely to demand facilities investments.

Over the past three years, MCG has enhanced its network, videoconferencing and course capture infrastructure including speed, bandwidth, availability, responsiveness, and use of technology to support student learning. MCG has implemented a plan to maintain scalability, redundancy, and high availability for the foreseeable future. The investment in similar upgrades to the statewide education network, PeachNet, administered by the Board of Regents is also key. MCG's technology and distance education fees generate revenues dedicated to the maintenance, expansion and update of infrastructure and instructional services. Introduction of academic programming at distant or off-campus facilities requires development of a business plan that will assess the program viability. Revenues from student tuition and fees will be used to offset programmatic expenses.

### ***D. New Technology Investments***

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

The institution has blended capital investments in local infrastructure and service contracts with external expert providers to maximize the opportunity to leverage new technologies in a timely but reliable fashion. This hybrid model is expected to continue given the rate of change and the degree of improvements expected in this area of technology being leveraged for improving the delivery of instruction. The Division of Information Technology Support and Services (ITSS) has a standard update cycle for the university infrastructure and provides tutorials of popular software applications for the campus community. This refresh activity creates the highest value for the faculty and student end users to optimize the instructional materials and learning outcomes.

## 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>B. Curriculum and Instruction</b>	
<b>Educational content and student outcomes</b>	All educational content is the responsibility of the faculty, department or program head and dean to ensure appropriate rigor and quality for the degree level program. Content and student outcomes are defined in syllabi, posted in the course management system and measured in a regular and consistent manner as determined appropriate by the academic unit. All programs with discipline specific accreditation, measure outcomes requisite to the accrediting agency. Outcome assessments are reviewed at least annually at the department or program level for possible revisions to enhance content and overall outcomes. A University Assessment Committee and the Comprehensive Review Process ensure that programmatic accreditation activities and outcomes are aligned to institutional and University System standards. The Vice President for Instruction monitors this process and reports to the Provost. The faculty, Dean, Offices of Academic Affairs or Graduate Council (dependent on program or degree level) are responsible for academic standards in all new educational content.
<b>Appropriate technology</b>	The faculty work with the support staff, including instructional design specialists, within ITSS to ensure the appropriate type of technology and its intended outcomes for program success are used. Technology revisions are intended to enhance and more efficaciously deliver instruction based on the programmatic assessment outcomes or delivery method required.
<b>Instructional materials</b>	All instructional materials are developed in cooperation between instructional technologists and faculty to achieve the defined programmatic and student learning outcomes. Revisions to instructional materials are resultant to the continual programmatic assessment process.
<b>C. Faculty</b>	
<b>Training, professional development, and support</b>	All faculty who provide online or distance instruction are required to have demonstrated competence in this method of teaching. The institution provides instructional technologists to assist and provide faculty guidance or development to support program delivery through the various technological mediums utilized. All faculty participate in an annual review process intended to assess productivity and professional development goals. Funding is allocated at the school or department level to support specific faculty development activities that would enhance the quality of

	instruction or improve learning outcomes. The institution supports all interested and appropriate faculty to apply to USG faculty development programs.
<b>Credentialing requirements, ratios, and processes</b>	All MCG faculty must achieve credentialing requirements requisite to the program, institution, accreditation agencies, the Board of Regents or SACS. Specific faculty: student ratios are defined by programmatic needs, accrediting agencies and SACS. The State of Georgia and certain health care agencies define faculty credentialing and licensure requirements.
<b>Evaluations</b>	All faculty undergo an annual review process to assess quality, productivity and progression toward defined goals in the promotion and tenure process. Tenure track faculty undergo a defined three year evaluation to specifically assess progress. Tenured faculty undergo a defined post-tenure review process. Faculty development plans required for all full time faculty are reviewed and revised annually.
<b>D. Student Support</b>	
<b>Library services</b>	The Greenblatt Library provides access to key health sciences knowledge, research and practice through a collection of print books, journals and access to over 3,500 electronic biomedical journal resources. The Greenblatt Library enables access through GALILEO to shared resources plus electronic interlibrary loan and document delivery service beyond MCG's collections. The 70,000 square foot, two story building offers electronic classrooms to support curriculum and distance learning through 12 faculty librarians and 15 staff that teach and support students and faculty about evidence-based searching techniques, information management, and effective use of electronic resources. A Library and Information Center (LInC) facilitates reference and information assistance 98 hours per week. The maintenance of the MCG virtual library and Web services is managed by specialist librarians and support staff. As a member of the National Network of Medical Libraries, MCG's Greenblatt Library is an important repository for local, regional and national health sciences information. More about Robert B. Greenblatt Library resources, services and staff can be found at <a href="http://www.lib.mcg.edu/">http://www.lib.mcg.edu/</a> .
<b>Learning support and tutoring</b>	Course and program faculty can arrange for specific learning support activities or tutoring as necessary to assist students.
<b>Advising</b>	Provided by faculty members on regional campuses or from the main campus in Augusta.
<b>Counseling</b>	Referral can be provided by personal counselor on main campus in Augusta or students may obtain services under MOU with resources at regional campuses.
<b>Disability services</b>	Provided by main campus or by regional campus in coordination with main campus, if needed.
<b>Career guidance</b>	Provided by faculty members on regional campuses or from main campus in Augusta.
<b>Bookstore</b>	The MCG campus bookstore is open 8-5 daily Monday to Friday and offers online ordering at <a href="http://www.mcg.edu/bookstore/">http://www.mcg.edu/bookstore/</a> . Online syllabi or course information references the MCG library.

	Students may have books shipped to any location.
<b>Testing and evaluation</b>	Individual programs are responsible for ensuring appropriate testing or assessment and evaluation of program objectives, learning outcomes or competencies. The campus utilizes secure computerized testing and is implementing an enterprise-wide evaluation tool, One45.
<b>Technical support</b>	Support is available through the IT service desk (open 7 days a week; 68 hours per week), library, course faculty, and identified staff. The university also participates in a number of software licensing opportunities for students and faculty including the Microsoft Academic software agreement and holds a site license for EndNote (popular bibliographic management tool). These are provided at little to no cost to the individual.
<b>Curriculum, course &amp; degree requirements</b>	Information is provided through orientation, syllabi, online catalog, bulletins and academic advisement.
<b>Costs and payment policies</b>	Information is provided via the MCG website.
<b>Faculty/student interaction</b>	Information and access is offered through the face to face meetings, course management software, email, text messaging, chat rooms, direct mail and telephone.
<b>Communications</b>	Information and access is offered through the face to face meetings, website, course management software, email, text messaging, chat rooms, direct mail and telephone.
• <b>Course information</b>	Information is provided via syllabi or printed materials, direct conversation, the online catalog and course management software.
• <b>Access to resources</b>	Information and access is offered through the MCG website and course management software.
<b>E. Administrative, Fiscal, and Operational Support</b>	
<b>Cross-department planning and coordination</b>	The Deans of respective schools have authority for inter-institutional or interdepartmental delivery and operations of approved programs. Strategic academic program activities, an important function from the Office of the Provost, are discussed by all the Deans in a common forum. These discussions include institutional priorities, linking curricula development to mission, optimizing efficiencies, creating interdisciplinary curricula and cross disciplinary teaching. The Deans then convey this within their schools to the Departments. Planning and program proposal development rests with the department faculty and any appropriate distance site institutions. The department Chairs make recommendations to the MCG Dean of the respective school(s) who, if approved, will make recommendation(s) to the MCG Provost for approval. The MCG Provost is final authority for all academic programming.
<b>Operational plan</b>	The departments and programs work closely with the Offices of Academic Affairs, Enrollment and Student Services, Facilities, Finance, Human Resources and Information Technology to ensure programs are implemented, all faculty and students are

	recruited in a defined manner and that students enrolled can matriculate the program in an educationally sound and efficacious manner. Faculty retention and professional development is an important component for each program plan.
<b>Budget</b>	Programs are reviewed prior to approval for financial viability to achieve all fiscal obligations based on the projected enrollment and anticipated programmatic liabilities. Enrollment and cost projections versus actuals are reviewed as a part of the annual programmatic viability assessment process. The instructional components of all programs are funded through tuition and state allocations.
<b>F. Other</b>	
<b>Compliance with law and policy</b>	Institutional compliance at MCG is the responsibility of a number of different organizations with institutional oversight residing under the Compliance Oversight Council (COC). The COC is comprised of members of MCG's executive management and appointed by the President. Within these different institution organizations, not only is it the responsibility of that entity to ensure that their respective employees are aware of and in compliance with their respective guidelines, regulations, laws, etc., but that the entire MCG campus is aware, educated and complying with those same compliance issues. A compliance matrix ( <a href="http://www.mcg.edu/audits/matrix.htm">http://www.mcg.edu/audits/matrix.htm</a> ) defines institutionally responsible individuals.
<b>Security</b>	Security Administration, a unit within the Division of Information Technology Support and Services, provides comprehensive oversight of the environment from an information technology security perspective. The responsible senior officer is the VP for Information Technology/CIO. IT Services provides the following security measures: <ul style="list-style-type: none"> <li>• A campus-wide Identity Management System</li> <li>• A Centralized Anti-Virus Solution</li> <li>• A Mail Agent and associated software</li> <li>• solution that protects against viruses and spam prior to entry into the campus e-mail systems</li> <li>• Implemented encryption standards for data and video transmissions</li> <li>• Implemented server security policies including securing unnecessary server ports and removed routing functionality of insecure protocols such as ftp and telnet from campus resources.</li> <li>• Implemented password length, strength and change frequency standardization rules</li> <li>• Developed disaster recovery strategy</li> <li>• Implemented the utilization of firewall rules</li> <li>• Implemented a solution for server and storage management to provide a more scalable infrastructure</li> <li>• Endorsed and implemented software for online testing.</li> </ul>
<b>Contracts, licenses, and policies</b>	All MCG programs external to the main campus or delivered at a distance are governed by the same BOR and MCG policies as the on-campus programs. When off campus programs involve another entity or entities, a Memorandum of Understanding (MOU) is entered into by MCG and the other institution(s) or agencies. The MOU defines costs, outlines responsibilities and

	ensures all applicable policies are adhered to. The responsible senior officers are the President, Provost and VP for Information Technology dependent on the type or content.
<b>Safety</b>	The MCG Public Safety Division is responsible for the MCG campus matters and may coordinate security with off-campus sites. Off campus sites provide direct security services.
<b>G. Evaluation and Assessment</b>	
<b>Evaluation methods</b>	Evaluation of program productivity, quality and viability is a continual department responsibility to achieve school, institutional, University System and when applicable accrediting agency requirements. Outcome assessment methods vary by course, program or discipline; however all allow for comparative analysis of outcomes to benchmarks and goals.
<b>Data collection and reporting</b>	Data collection is a department or program responsibility. The reporting of data is managed through the specific school to the institutional level, or as required to the University System, other accountability or accrediting agencies. The Offices of Academic Affairs, Decision Support, Enrollment and Student Services and Information Technology are vital components of the data management process.
<b>Retention and participation</b>	Program retention and enrollment characteristics are overseen by the Offices of Enrollment and Student Services and Decision Support. All programs have extremely high retention, progression and graduation rates. Student progression for part time students and those students that are “off track” is managed at the department level with the expectation of matriculation in the shortest time possible to achieve the required competencies.
<b>Program review</b>	All programs undergo recurring accreditation activities according to appropriate cycles for the program. The MCG program review process is initiated following completion of the accrediting agency self study process. The institutional review required under BOR policy, analyzes the self study findings to respond to the parameters of productivity, quality and viability.

### **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>B. Curriculum and Instruction</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Educational content and student outcomes</b>	Addressed in the common to all external programs section
<b>Appropriate technology</b>	Addressed in the common to all external programs section
<b>Instructional materials</b>	Addressed in the common to all external programs section
<b>C. Faculty</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Training, professional development, and support</b>	Addressed in the common to all external programs section
<b>Credentialing requirements, ratios, and processes</b>	Addressed in the common to all external programs section
<b>Evaluations</b>	Addressed in the common to all external programs section
<b>D. Student Support</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Library services</b>	Addressed in the common to all external programs section. Students also have access to the host site library services.
<b>Learning support and tutoring</b>	Addressed in the common to all external programs section
<b>Advising</b>	Addressed in the common to all external programs section
<b>Counseling</b>	Addressed in the common to all external programs section
<b>Disability services</b>	Addressed in the common to all external programs section
<b>Career guidance</b>	Addressed in the common to all external programs section
<b>Bookstore</b>	Addressed in the common to all external programs section. Bookstore access is available to all distant site students. Hours of operation and online access are site dependent.
<b>Testing and evaluation</b>	Addressed in the common to all external programs section
<b>Technical support</b>	Addressed in the common to all external programs section. Technical support is available at specific sites through the site faculty or technical support specialists.
<b>Curriculum, course &amp; degree requirements</b>	Addressed in the common to all external programs section
<b>Costs and payment policies</b>	Addressed in the common to all external programs section
<b>Faculty/student interaction</b>	Addressed in the common to all external programs section
<b>Communications</b>	Addressed in the common to all external programs section
<b>• Course information</b>	Addressed in the common to all external programs section

• <b>Access to resources</b>	Addressed in the common to all external programs section
<b>E. Administrative, Fiscal, and Operational Support</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Cross-department planning and coordination</b>	Addressed in the common to all external programs section
<b>Operational plan</b>	Addressed in the common to all external programs section
<b>Budget</b>	Addressed in the common to all external programs section
<b>F. Other</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Compliance with law and policy</b>	Addressed in the common to all external programs section
<b>Security</b>	Addressed in the common to all external programs section
<b>Contracts, licenses, and policies</b>	Addressed in the common to all external programs section
<b>Safety</b>	Addressed in the common to all external programs section
<b>G. Evaluation and Assessment</b>	<b>Site(s): All</b> <b>Degree(s): All</b>
<b>Evaluation methods</b>	Addressed in the common to all external programs section
<b>Data collection and reporting</b>	Addressed in the common to all external programs section
<b>Retention and participation</b>	Addressed in the common to all external programs section
<b>Program review</b>	Addressed in the common to all external programs section

**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>B. Curriculum and Instruction</b>	<b>Specific Technologies: Videoconferencing AGT</b> <b>Specific Degree(s): DNP</b>
<b>Educational content and student outcomes</b>	Addressed in the common to all external programs section
<b>Appropriate technology</b>	Multipoint videoconferencing for group settings, as well as course capture functionality is provided through the Video Presenter service delivered by Applied Global Technologies (AGT) <a href="http://www.appliedglobal.com/content/technologies/video_presenter.asp">http://www.appliedglobal.com/content/technologies/video_presenter.asp</a> .
<b>Instructional materials</b>	Addressed in the common to all external programs section
<b>C. Faculty</b>	<b>Specific Technologies: AGT</b> <b>Specific Degree(s): DNP</b>
<b>Training, professional development, and support</b>	Addressed in the common to all external programs section
<b>Credentialing requirements, ratios, and processes</b>	Addressed in the common to all external programs section
<b>Evaluations</b>	Addressed in the common to all external programs section
<b>D. Student Support</b>	<b>Specific Technologies: AGT</b> <b>Specific Degree(s): DNP</b>
<b>Library services</b>	Addressed in the common to all external programs section
<b>Learning support and tutoring</b>	Addressed in the common to all external programs section
<b>Advising</b>	Addressed in the common to all external programs section
<b>Counseling</b>	Addressed in the common to all external programs section
<b>Disability services</b>	Addressed in the common to all external programs section
<b>Career guidance</b>	Addressed in the common to all external programs section
<b>Bookstore</b>	Addressed in the common to all external programs section
<b>Testing and evaluation</b>	Addressed in the common to all external programs section
<b>Technical support</b>	Addressed in the common to all external programs section
<b>Curriculum, course &amp; degree requirements</b>	Addressed in the common to all external programs section
<b>Costs and payment policies</b>	Addressed in the common to all external programs section
<b>Faculty/student interaction</b>	Addressed in the common to all external programs section
<b>Communications</b>	Addressed in the common to all external programs section

• <b>Course information</b>	Addressed in the common to all external programs section
• <b>Access to resources</b>	Addressed in the common to all external programs section
<b>E. Administrative, Fiscal, and Operational Support</b>	<b>Specific Technologies: AGT</b> <b>Specific Degree(s): DNP</b>
<b>Cross-department planning and coordination</b>	Addressed in the common to all external programs section
<b>Operational plan</b>	Addressed in the common to all external programs section
<b>Budget</b>	Addressed in the common to all external programs section
<b>F. Other</b>	<b>Specific Technologies: AGT</b> <b>Specific Degree(s): DNP</b>
<b>Compliance with law and policy</b>	Addressed in the common to all external programs section
<b>Security</b>	Addressed in the common to all external programs section
<b>Contracts, licenses, and policies</b>	Addressed in the common to all external programs section
<b>Safety</b>	Addressed in the common to all external programs section
<b>G. Evaluation and Assessment</b>	<b>Specific Technologies: AGT</b> <b>Specific Degree(s): DNP</b>
<b>Evaluation methods</b>	Addressed in the common to all external programs section
<b>Data collection and reporting</b>	Addressed in the common to all external programs section
<b>Retention and participation</b>	Addressed in the common to all external programs section
<b>Program review</b>	Addressed in the common to all external programs section