

**Final** Report of the Committee on  
Off-Campus Instruction

October 2004

*[Note: Text changed since the July 2004 draft report is highlighted in green.]*

Committee Membership:

Virginia Carson, Vice President for Academic Affairs, Floyd College  
Barbara Frizzell, Vice President for Academic Affairs, Macon State College  
Sharon Hoffman, Vice President for Academic Affairs, Clayton College & State University  
Joseph Szutz, BOR Office of Strategic Research & Analysis  
Edward Thompson, Vice President for Academic Affairs, Armstrong Atlantic State University  
Vaughn Vandergrift, Vice President for Academic Affairs, Georgia Southern University  
Thomas Walter, Vice President for Student Affairs, Gainesville College  
Richard Sutton, BOR Office of Academic Affairs (chair)

Summary of Recommendations:

- #1. Amend: BOR Policy 303.03 (replace current version with new version)
- #2. Adopt: BOR Policy 920 (new)
- #3. Revoke: "Instructional Programs: Off-Campus Sites Decision Rules"
- #4. Revoke: "Guiding Principles: External Degrees and Off-Campus Course Offerings"
- #5. Adopt: "External Instruction in the University System of Georgia: Policies and Procedures"
- #6. Adopt: **Inventory of Current Instructional Locations**



Charge to the  
Committee on Off-Campus Instruction  
delivered by Vice Chancellor Frank Butler  
26 August 2003  
Macon State College

On behalf of the University System of Georgia, thank you for agreeing to serve on the Off-campus Instructional Committee. The purpose of this Committee is as follows:

- < To review nomenclature currently in use within the University System of Georgia to designate off-campus instructional sites.
- < To recommend names for off-campus instructional sites that may be uniformly applied across sectors.
- < To define, in detail, the requirements necessary to qualify for each recommended name, such as (but not limited to) number of permanent faculty, level of student/faculty support services provided, number of courses/programs/degrees offered, type and ownership of facility/physical plant, etc.
- < To review section 303.03 Off-Campus Instruction in the Board of Regents Policy Manual and recommend changes, if necessary.
- < To review section 2.15 Centers and Institutes in the Academic Affairs Handbook and recommend changes in nomenclature, if necessary.
- < To review "Instructional Programs Off Campus Sites Decision Rules" (copy provided) and determine if any or all of the rules are applicable to Committee recommendations.
- < To review "Guiding Principles: External Degrees and Off-Campus Offerings (copy provided) and determine if any or all of the principles are applicable to Committee recommendations.
- < To create a written policy for review by the Regents' Administrative Committee on Academic Affairs, the System Staff and the Chancellor with the goal of approval by the Board of Regents.



announcement of the course offerings.

- B. In the event the involved institutions are unable to arrive at a mutual agreement on the offering of off-campus credit courses, the issues will be referred to the Chancellor for final resolution.
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BOR Policy 303.03 (proposed):

Proposed Section 920 (new):

#### OFF-CAMPUS INSTRUCTIONAL SITING

In accordance with Section 303.03 of the BOR Policy Manual, USG institutions may offer instruction at locations away from their home campuses. Institutions must follow appropriate procedures for approval to offer such instruction as specified in Section 303.03. **No institution may propose the use of any off-campus instructional location prior to approval of the academic program(s) to be offered at that location.**

Once approval to offer external instruction has been secured, any utilization of off-campus facilities must adhere to the following guidelines:

- **Every off-campus instructional location in the University System of Georgia will conform to all appropriate standards of due diligence, structural integrity, adequacy of resources, and responsible use as designated by the Vice Chancellor for Facilities. Facilities will be appropriate to support the academic purpose of the off-campus location and will reflect quality standards comparable to home campus facilities.**
- Any off-campus instructional location that **requires or anticipates no capital investment for facilities (either to acquire or to operate) within the next three fiscal years** ~~requires~~ is subject to **administrative** review and approval **by** the Chancellor.
- Any off-campus instructional location that **requires or anticipates a capital investment for facilities (either to acquire or to operate) within the next three fiscal years** must be reviewed and approved **by** the Board of Regents.
- In all cases **the proposal** shall be reviewed in accordance with the "External Instruction in the

External Instruction in the University System of Georgia:  
Policies and Procedures  
October 2004

- I. Preamble/Historical Context
- II. Guiding Principles
- III. Procedures and Criteria for Offering External Instruction and for Establishing Off-Campus Instructional Locations

Nomenclature

- Institution
- Branch Campus
- Off-Campus Center
- Host Campus Consortium
- Instructional Site
- Contract Site
- Additional Definitions

- IV. Characteristics Associated with Each Location
  - Overview (Matrix)
  - Required Authorizations
  - Mission
  - Administration
  - Academic Program
  - Faculty
  - Academic Support
  - Student Services
  - Facilities
  - Budget
  - Local Community Investment

- V. Instructional Delivery Plan

Appendix A: Declaration of Intent to Offer a Degree Program Externally





### III. Procedures and Criteria for Offering External Instruction and for Establishing Off-Campus Instructional Locations

#### Nomenclature

The University System of Georgia Board of Regents has adopted a series of definitional terms that carry specific expectations about the academic, administrative, student support, and facilities characteristics of instructional locations. Although the terms campus, center, consortium, and site can be used in a variety of ways in different contexts, all USG catalogs, brochures, advertisements, websites, signage, and other

## Additional Definitions

- Agent of Record: The USG institution with Board-granted authority and responsib

## Overview

[Insert Excel file "OCI Definitions Matrix 101204.xls" here]

#### Required Authorizations:

- Approval by the Senior Vice Chancellor for Academics and Fiscal Affairs of an institution's Instructional Delivery Plan is a prerequisite for all external degree and course offerings.
- All external degree programs require authorization from the Board of Regents, although this may be granted administratively by the Senior Vice Chancellor for Academics and Fiscal Affairs in the case of degrees to be offered at a Branch Campus.
- Whenever external degree or course offerings involve the purchase or lease of facilities, approval by the Board of Regents is required.

**Mission:** All external offerings by an institution must be consistent with its mission. The establishment of a Branch Campus or Off-Campus Center requires a purpose statement that identifies the educational goals of that location. It must also demonstrate a clear intent to maintain a continuing presence at that location.

**Administration:** A Branch Campus or Off-Campus Center must have a lead executive officer or lead academic officer on site. It may have both. A Branch Campus should also have a lead financial officer on site.

**Academic Program:** A Branch Campus or Off-Campus Center must offer a curriculum leading to an undergraduate and/or graduate degree(s). Consortia and Contract Sites offer structured curricula for degrees and/or certificates. Instructional sites may only offer individual courses that are not designed to result in a degree.

**Faculty:** Instruction at Institutions and Branch Campuses should be provided primarily by tenured and tenure-track faculty. Instruction at Centers, Consortia, and Contract Sites should be provided at least partially by tenured and tenure-track faculty.

**Academic Support:** All locations except Contract Sites and Instructional Sites must provide access to all appropriate academic services, including library resources, academic advising, technology support, and peachnet connectivity.

**Student Services:** All locations except Contract Sites and Instructional Sites must provide admissions, registration, and financial aid services. Both a Branch Campus and an Off-Campus Center are expected to provide counseling services and student life programs.

**Facilities:** A Branch Campus or Off-Campus Center must be owned or leased by the institution serving as Agent of Record. Maintenance, security, and safety services must be provided at these locations.

**Budget:** Only Institutions have annual budgets authorized by the Board of Regents. Budgets for Branch Campuses, Centers, Consortia, and Contract Sites are contained within the budgets of the sponsoring Institutions.

**Local Community Investment:** This can be demonstrated in a variety of ways (financial support, infrastructure improvements, etc.), but the investment of the local communities served by an off-campus location must be significant in the creation of a Branch Campus. There must be some demonstrable community investment in the creation of an Off-Campus Center.

All of the considerations listed above should be incorporated into an institution's Instructional Delivery Plan (IDP).



#### D. Student Support

Describe how the institution will ensure parity among on-campus, off-campus, and distance education offerings in the following areas of student support:

- a. Library services
- b. Learning support and tutorial services
- c. Student advising
- d. Student counseling
- e. Disability services
- f. Career guidance
- g. Bookstore services
- h. Test proctoring and evaluation
- i. Technical support
- j. Curriculum, course, and degree requirements
- k. Course and program costs and payment policies
- l. The nature of faculty/student interaction (faculty-student conferences, office hours, etc.)
- m. Describe the point of contact and the methods of communication through which students and off-campus constituents will access accurate and timely information associated with off-campus and distance education instruction, including but not limited to:
  - i. Course information, including prerequisite technology competencies and skills and equipment requirements
  - ii. Availability and means of access to academic/learning resources and student and auxiliary services (recruiting and admissions materials should clearly and accurately represent the program and services available).

#### E. Administrative, Fiscal, and Operational Support

- a. Describe the administrative structure for planning and coordinating all distance education and off-campus programming activities across multiple departments. Relevant issues include avoiding duplication, promoting efficiency, facilitating collaboration, ensuring parity in academic and student support services, and linking budget processes to distance education and off-campus obligations.
- b. Describe how the institution's operational plan ensures that adequate equipment, software, and hardware infrastructure will be available to support both instructional delivery and the necessary levels of communication among students, faculty, staff, and administrators.
- c. Describe how the institution's budget ensures that all off-campus and distance education programs will be fully supported for a sufficient period of time for each student cohort to complete them.

#### F. Other Considerations

- a. Describe how the institution plans to ensure compliance with copyright and intellectual property laws and with Board of Regents and institutional intellectual property policies, procedures, and guidelines.



- b. Describe institutional plans and procedures for secure transmission of sensitive data, including the need for encryption, passwords, and other electronic mechanisms for the secure transmission of sensitive data.
- c. Describe the process used by the institution to address the effect of distance education and off-campus offerings on current contracts, licenses, policies, procedures and practices, and summarize any renegotiation of agreements or modification of policies and practices, as appropriate.
- d. Summarize institutional measures to maintain the appropriate level of safety and security for students and faculty in classrooms, auxiliary spaces, and parking at off-campus sites.

#### G. Evaluation and Assessment

- a. Describe the evaluation methods will be employed to assess student learning outcomes that take the special characteristics of external instruction into account.
- b. Describe how these data will be administered, collected, analyzed, and redistributed back to faculty and incorporated into future planning.
- c. Describe mechanisms for monitoring enrollment, particularly retention and participation levels.
- d. How often will programs be reviewed to assess and improve quality?

#### Plan Submittal and Availability

Completed Instructional Delivery Plans will be submitted to the USO Academic and Fiscal Affairs Division for review and approval no later than six months prior to the offering of the external programs. As changes are implemented in an institution's off-campus and distance education programs, revisions to the plan should be submitted so that the IDP on file reflects current information.

All **approved** Instructional Delivery Plans will be **posted on the website of** the University System Office, Division of Academics and Fiscal Affairs. These Plans will serve as a resource for all future review activities and as a reference for all inquiries about USG institutions' off-campus and distance education offerings.

In order to enhance communication strategies, it is recommended that the IDP be posted on the institution's website in its entirety and that elements of the IDP be worked into appropriate locations within the institution's website such as course home pages (syllabi), the bookstore, the Faculty Handbook, and all catalogues.

Appendix A:

Declaration of Intent to Offer a Degree Program Externally

Institutions are required to submit this form to the Office of Academic, Faculty, and Student Affairs at the Board of Regents of the University System of Georgia three months prior to announcing the **proposed** availability of the program. This process applies only to existing Board-approved programs. All new programs must follow the guidelines specified in the Academic Affairs Handbook Section xxx.

A. Institution: \_\_\_\_\_

B. Name of Degree Program: \_\_\_\_\_  
CIP Code \_\_\_\_\_

C. Date program was originally approved by Board of Regents: \_\_\_\_\_

D. Does your institution have an Instructional Delivery Plan (IDP) on file with the System Office?

Yes No

If yes, please provide URL \_\_\_\_\_ . Does the IDP address the programs or changes in program requested in this ITO notification?

If no, please submit a revised IDP with this form.

E. What term will this program be offered initially? \_\_\_\_\_

F.

II. Distance Education Programs

1. Can the student complete the entire program by distance education? Yes No

If no, please explain. \_\_\_\_\_  
\_\_\_\_\_

2. Is the student required to come to a designated location at any time during the term? Yes No

If yes, for what purpose and where? \_\_\_\_\_

How many times per term? \_\_\_\_\_

3. Is the student required to complete the entire program by distance education or can the student use courses completed externally or on-campus to complete this program?

Yes, the student must complete the entire program by distance education.

No, students can take courses on- or off-campus to complete this program

- H. Will this program require separate admission from those offered on-campus?  
on- or off-campus? Yes No

If yes, does the program require separate admission in addition to what is required for the on-campus program? Yes No