



11.99.99.D0.02

Program and Course Delivery Modes

Approved: October 04, 2016

Revised:

Next Scheduled Review: October 04, 2019

Procedure Statement

This Standard Administrative Procedures provides guidelines on defining course and program delivery modes.

Reason for Procedure

Texas A&M university-Central Texas (A&M-Central Texas) Standard Administrative Procedure on Defining Course and Program Delivery Modes is designed to ensure consistent definitions of course and program delivery modes, operationalize the definitions provided by the Texas Higher Education Coordinating Board rules (Title 19 Texas Administrative Code, §4.257, and adopt definitions consistent with commonly accepted naming conventions practiced in higher education.

Procedures and Responsibilities

1. GENERAL

In Title 19 Texas Administrative Code §4.257, The Texas Higher Education Coordinating Board defines Distance Education as "formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction." And Distance Education Degree or Certificate Program as "[a] program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses." They further define Fully Distance Course as "[a] course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time."

2. INDUSTRY STANDARDS AND STUDENT EXPECTATIONS

Across higher education in the United States, "fully online" courses have come to mean courses with no face-to-face or on-campus components. Students regularly seek out these courses and programs when their schedules or geographical locations prohibit their regular attendance face-to-face sessions. The Online Learning

Consortium, the national leader of distance learning policy and research in the United States, identified the need for consistent and clear course and program definitions to assist institutions to meet students' expectations.

3. PROCESS – PROGRAM DELIVERY MODE

Assignment of program delivery modes is determined by the College Dean and Program Chair. Programs designated to offer the majority of courses at a distance must first obtain approval from the Coordinating Board. The College Dean and Program Chair will identify and publish a list of courses in the program that may be delivered at a distance. The Dean and Program Chair will maintain and publish a two-year course delivery plan for both face-to-face and distance courses. Deans and Program Chairs will ensure the course delivery plan for Distance Education programs contain sufficient Distance Education course offerings for distance students to complete degrees at the same pace as face-to-face students.

4. PROCESS - COURSE DELIVERY MODE

Assignment of course section delivery mode is determined by the Program Chair in coordination with the teaching faculty member prior to opening the section for enrollment. The Registrar will list the course delivery mode of each section in the student registration system. Sections that require face-to-face or synchronous sessions will list the session date(s), time(s), and location(s).

5. PROCESS – DISTANCE LEARNING FEES

Distance Learning Fees are collected for all courses that meet the Texas Higher Education Coordinating Board definition of distance education.

Related Statutes, Policies, or Requirements

Texas Higher Education Coordinating Board rules (Title 19 Texas Administrative Code, Part 1, Chapter 4, Subchapter P)

Texas Higher Education Coordinating Board rules (Title 19 Texas Administrative Code §4.257)

Definitions

Texas Higher Education Coordinating Board Distance Education Definitions

Distance Education – The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction.

Distance Education Course – A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same place. Two categories of distance education courses are defined:

- a) Fully Distance Education Course – A course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.
- b) Hybrid/Blended Course – A course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place.

Distance Education Degree or Certificate Program--A program in which a student may complete a majority (more than 50 percent) of the credit hours required for the program through distance education courses.

Program-Level Definitions

Online Program – All courses required to complete the program are offered as fully online courses. Students can complete the program entirely at a distance with no required face-to-face or synchronous meetings.

Online+Colloquial Program – Program contains one or two specifically designed non-online courses, usually at the beginning or end of the program. All other courses are offered fully online.

Synchronous Distributed Program – All courses required to complete the program are offered either fully online or through synchronous distributed courses.

Traditional Program – A significant number of courses are offered only through traditional classroom courses. Some courses may be delivered via other course types.

Course-Level Definitions

Fully Online Course – Fully online courses have no on-campus, classroom, or synchronous activity. All course activity is done online. These courses may require virtual proctored exams. (100% online activity)

Online Blended Course – Online blended courses have most course activity online, but there are some required face-to-face or synchronous instructional activities, such as lectures, discussions, labs, or other in-person learning activities. (85-99% online activity)

Classroom Blended Course – Classroom blended courses have a blend of online and classroom meetings with the majority of course activity occurring online. (50-84% online activity)

Web-Enhanced Course – Web-enhanced courses have the majority of their course activities in the classroom, but supplemented by online activities. (11-49% online activity)

Synchronous Distributed Course – Synchronous distributed courses use internet and other technologies to extend the classroom lectures and other activities to students at remote sites in real time. (0-10% online activity)

Classroom – Classroom courses keep learning activities organized around scheduled class meetings with the instructor and all students in the same location. (0-10% online activity)

Appendix

[Appendix A – Department of Veteran Affairs \(VA\) Financial Aid Impact](#)

Contact Office

Assistant Vice President for Technology-Enhanced Learning
254-519-5435