

A Prospectus for Substantive Change

Distance Learning Graduate Degrees

Submitted to:

***The Southern Association of Colleges and Schools
Commission on Colleges
October 2002***

***Sam Houston State University
Huntsville, TX 77341***





SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System

OFFICE OF THE PRESIDENT

October 8, 2002

Dr. James T. Rogers
Executive Director, Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033

Dear Dr. Rogers:

On behalf of Sam Houston State University, I respectfully submit the following *Prospectus for Substantive Change: Distance Learning Graduate Degree Programs*. The submission of the document is in accordance with Substantive Change Procedure One as required by the Southern Association of Colleges and Schools.

The university community is excited and stands ready for any new opportunity to provide innovative educational programs. If approved by the Commission on Colleges, the proposed programs will open many doors for students and provide new challenges for faculty.

Thank you for considering the Prospectus for Substantive Change. I look forward to your review and action

Sincerely,

James F. Gaertner
President

JFG/kjg

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1. ABSTRACT

Sam Houston State University, a member of the Texas State University System, submits a Prospectus for Substantive Change for Distance Learning as required by the Commission on Colleges of the Southern Association of Colleges and Schools. Prior to this substantive change, the University's distance learning activities included correspondence courses, instructional television courses (ITV), off-campus courses and a limited number of web-based (online) courses. The University requests the Commission's approval to expand its distance learning opportunities for graduate students by offering three graduate degree programs using web-based (online) technologies. All three graduate programs listed below are currently offered on SHSU campuses using traditional delivery formats.

Proposed online degree programs are the:

- Master of Arts in History *with* a concentration in Military History;
- Master of Science in Criminal Justice; and
- Master of Education in Reading.

The substantive change request relates to the University's mission to "...provide excellence by continuing improving quality education, scholarship, and service to its students and to appropriate regional, state, national and international constituencies." (Appendix A). The University currently offers 86 baccalaureate, 57 masters and 4 doctorate degree programs for its Fall 2002 enrollment of 13,079. SHSU's accreditation by the Commission was reaffirmed in 1999 and the University recently completed a substantive change regarding its participation in the University Center in The Woodlands, a consortium of Texas colleges and universities.

SHSU offers traditional campus-based programs and coursework on its main campus in Huntsville, Texas, and at the off-campus University Center in The Woodlands. The University has the technology infrastructure required to provide distance learning opportunities to its students. Technology and staff support for the proposed on-line programs are housed at the main campus and the programs will be initiated and maintained at this location. Policies and procedures for graduate admissions, course requirements, thesis and non-thesis program options, oral and written comprehensive examinations and graduate requirements are applicable to both the on-campus and online options of the degree programs.

Pending approval of the substantive change request, SHSU will implement online degree programs in History (M.A), Criminal Justice (M.S.) and Reading (M.Ed.) effective with the Spring 2003 semester.

Supporting documents for this Prospectus not found as an attached Appendix are accessible through the University's website. These documents are listed in Appendix B and referenced throughout the Prospectus.

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2. BACKGROUND INFORMATION

In the summer of 2001, Dr. Bobby Marks, then President of Sam Houston State University, notified Dr. James Rogers, Executive Director of the Commission on Colleges, of the University's intent to develop distance learning programs leading to graduate degrees in History, Education and Criminal Justice. A letter from Dr. Rogers (Appendix C-1) requested the University submit a prospectus in support of the substantive change. In September 2002, Dr. James F. Gaertner, the current SHSU President, reaffirmed the University's notification and intention to comply with Commission policies and procedures by October 15, 2002 (Appendix C-2).

More than 50 years ago, Sam Houston State University began offering correspondence courses that served the needs of its rural east Texas student base. Correspondence courses provided opportunities for individuals to sharpen skills, learn new materials, and earn college credit from a distance not associated with the physical geography of the college campus. The University continues to provide correspondence courses through the Correspondence Course Division. University policy limits the number of credit hours earned through correspondence courses to 18.

In 1995, SHSU began to explore opportunities to expand distance learning. The first Interactive Television (ITV) equipment was installed on campus in Fall 1996 and the Faculty Senate passed a motion to commit to "high quality educational utilization of distance learning technology" and urged administration to "consider what technology and additional training should be made available to faculty to promote high quality learning experiences for distance learning students". To support development of distance learning, in 1997 the Faculty Senate proposed the establishment of the Center for Innovative Learning and created a position description for a director of the Center. The Division of Academic Affairs approved the faculty proposal and established goals to support the advancement of distance learning. The Center for Innovative Learning became a resource for faculty by providing guidance in developing technology enhanced instruction, including video courses, simultaneous two-way television courses, Internet courses, and other distance learning approaches. The first director was hired in 1998. Other milestones related to the integration of distance learning technologies into the University include:

- January 1998, faculty began discussing developmental leaves for developing distance learning/Internet courses. In October 1998, the Faculty Senate formed the Intellectual Property Committee to discuss ownership of distance learning courses, workload, compensation, and evaluation.
- The Academic Policy Council established that the integration of computer technology into the instructional processes of the University, including distance instruction and support for faculty development was one of the five most important issues facing SHSU.

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- To support faculty requests, the Division of Academic Affairs established goals to enhance distance learning activities. These goals are available at http://www.shsu.edu/~dl_www/appendb/index.html as Document 1.
- In January 2000, the Center for Innovative Learning became the Center for Academic Instructional Technology and Distance Learning.
- SHSU joined NETnet (North East Texas Network Consortium) in March 2000. NETnet is a collaborative distance learning effort of 15 higher education institutions on behalf of East Texas communities, citizens, and students. The primary objectives of the consortium are (1) distribute a wide array of higher education curriculum and industry instruction to rural Northeast Texas, (2) attract, educate and retain highly skilled and competitive workforce from a 50 county region, and (3) develop a high speed communications infrastructure for instruction. The Texas Legislature funds NETnet.
- SHSU announced that three distance learning degree programs were being planned, including the M. Ed. in Reading, M.S. in Criminal Justice and M.A. in History (Fall 2001).
- In 2002, the Division of Academic Affairs created an additional position (Instructional Designer) for the Center of Academic Instructional Technology and Distance Learning. The position was established to provide additional support for faculty.

The proposed expansion of distance learning is designed to increase educational opportunities for students in an effort to achieve the mission of the university (Appendix A). Sam Houston State University is a multicultural institution whose mission is to provide excellence by continually improving quality education, scholarship, and service to its students and to appropriate regional, state, national, and international constituencies. The University achieves this mission with many goals including the following: offering a wide range of academic studies in pre-professional, baccalaureate, masters, and doctoral programs; and providing instructional research and public service through distance learning and technology. Currently, all distance-learning courses offered at SHSU are an extension of the curriculum offered on campus. As such, the addition of the proposed graduate distance learning degree programs is consistent with the educational mission of SHSU. The new programs provide a service to regional students and extend educational opportunities to students outside the SHSU region.

The development of the three graduate programs included in this Prospectus began as the result of a need expressed by the University's constituents. The online Master of Education in Reading was initiated based on discussion with the administration of Conroe Independent School District (CISD). Planning for the online Master of Arts in History began in 1999 when an active duty army major took a graduate course and expressed interest in earning a masters degree with an emphasis in military history online. The College of Criminal Justice enjoys a national and international reputation of excellence and this recognition has created a need to increase distance learning opportunities. Development of the online Master of Science in Criminal Justice is designed primarily for persons who aspire to management positions in the field of criminal justice.

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The individual colleges and departments will manage the proposed online degree programs. Distance learning courses in each program follow the same course guidelines as the equivalent course taught on-campus. The academic divisions within the College develop the goals, objectives, skills, and competencies for the courses offered, regardless of the method of delivery. Sam Houston State University has established a standard and systematic process for an annual review and evaluation of its curricula (Appendix D). College deans and department heads evaluate the course content in the same way content is judged in traditional classroom-based courses to assure consistency of excellence in the content delivered. Grading, transfer, and transcript policies are the same as for the on-campus programs.

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3. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Expanding distance learning is an essential element of the University Strategic Plan (Document 2 at http://www.shsu.edu/~dl_www/appendb/index.html). The Strategic Plan includes the specific directive to “Integrate technology into administrative and instructional processes” and the institutional goal to “increase the use of technology for delivery of instructional and administrative programs on the Sam Houston State University campus.” The Environmental Scan 2001-2002 included in the final report of the Strategic Plan presents many reasons to offer distance-learning courses; social/demographic trends, economic trends, technological trends, and trends in higher education. The following trends represent strong reason to offer the proposed distance-learning opportunities:

- The historic consistency of the proportion of nontraditional undergraduate and graduate students, including older students and those who are parents, at SHSU is expected to continue.
- More full-time students will be employed while attending school.
- The requirements of the nontraditional student will necessitate changes in traditional university calendars, schedules, and instructional and student delivery systems including student services at The University Center and other locations.
- The University will face more competition for students from an increasing number and diversity of providers of educational services
- The need for continuing professional education for workers in Texas will increase.
- New technologies, computer-assisted instruction, and computer-based instruction will require expanding development programs for staff, faculty, and administration.
- University activities in distance learning will dramatically increase and could substantially affect on-campus enrollments and lead to cooperative programs with secondary schools.
- Advanced technology will improve the way classroom instruction and library services are delivered.
- Nontraditional educational organizations will begin to deliver higher education via distance learning.
- Use of technology will become increasingly less dependent on location.
- Computer applications will become more user-friendly.
- The demands for the teaching of technological skills will continue to increase.
- Advanced technology will change the way some student services are delivered.

The Division of Academic Affairs is the guiding entity for distance learning at SHSU and sets forth the following goals for 2001-2002:

- Bring to delivery at least three Internet-based programs

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- Establish a web site for every course offered by the University
- Move institutional coordination of electronic instruction activities to the Center for Innovative Learning
- Establish a full-time electronic instruction support person in each college and build administrative structure to connect these with the director of the Center for Innovative Learning
- Establish institutional intellectual property and faculty workload and compensation policies for electronically-delivered courses
- Install wireless systems in the library and AB1 and point-to-point wireless connection to the Ag Complex
- Bring to operation two-way interactive classrooms that have been initiated
- Increase the number of classrooms that have docking station configuration by 50 percent
- Develop a coordination structure linking the Director, Academic Instructional Technology and Distance Learning to technology assistance personnel in each college and appropriately house that staff member.

Expanding the distance learning initiative at Sam Houston State University is a response to market demands based on technological advancements, faculty interest, and administrative awareness. The addition of the three online program options will assist with meeting the growing demand for online courses and degree programs.

Table 1 is a summary of enrollment in all SHSU distance learning courses delivered online. Columns 3 and 4 compare enrollment for each course offered online with campus-based enrollment. The notation "Not Offered" means the course is not offered during the current semester.

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Table 1
Fall 2002 Enrollment in Online Distance Learning Compared to Campus Enrollment

(1) Department/College & Course	(2) Delivery Method	(3) Online Course Enrollment	(4) Campus Enrollment
<i>History</i>			
HIS 563: Seminar in Military History (G)	Online	12	Not offered
HIS 571: Colonial and Revolutionary America (G)	Online	Not offered	12
HIS 573: History of the Antebellum South, the Civil War & Reconstruction (G)	Online	6	Not offered
HIS 576: Contemporary America, 1933-Present (G)	Online	10	Not offered
HIS 583: United State Diplomatic History (G)	Online	Not offered	0
HIS 589: Great Britain and the British Empire (G)	Online	6	5
HIS 593: European Diplomatic History (G)	Online	4	Not offered
HIS 594: Early Modern Europe (G)	Online	6	Not offered
HIS 595: Later Modern Europe (G)	Online	1	Not offered
HIS 698: Historical Methodology and Bibliography (G)	Online	2	Not offered
HIS 699: Thesis (G)	Online	Not offered	3
<i>Criminal Justice</i>			
CJ 530: Critical Analysis of Justice Administration (G)	Online	10	20
CJ 532: Perspectives in Criminology (G)	Online	14	18
CJ 572: Community Based Corrections (G)	Online	Not offered	0
CJ 632: Human Resource Development in the Organizational Context (G)	Online	Not offered	Not offered
CJ 633: Seminar in Organization and Administration (G)	Online	Not offered	32
CJ 634: Basic Research Methods and Planning Resources (G)	Online	5	Not offered
CJ 635: Seminar in Leadership and Management (G)	Online	8	21
CJ 636: Computer Applications for Criminal Justice (G)	Online	Not offered	Not offered
CJ 637: Directed Management and Development Projects (G)	Online	Not offered	Not offered

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(1) Department/College & Course	(2) Delivery Method	(3) Online Course Enrollment	(4) Campus Enrollment
CJ 665: Community Theory and the Administration of Justice (G)	Online	Not offered	Not offered
CJ 692: Program Evaluation for Criminal Justice Management (G)	Online	Not offered	Not offered
CJ 693: Special Readings in Criminal Justice (G)	Online	Not offered	17
CJ 696: Legal Aspects of Criminal Justice Management (G)	Online	Not offered	16
CJ 465: Professionalism & Ethics in CJ (UG)	Online	19	50
CJ 478: Introduction to Methods of Research (UG)	Online	21	78
<i>(Education) Language, Literacy, and Special Populations</i>			
RDG 530: Foundations of Literacy (G)	Online	14	Not offered
RDG 587: Workshop in Reading (G)	Online	8	Not offered
RDG 588: Practicum in Literacy Assessment and Instructional Strategies II (G)	Online	Not offered	Not offered
RDG 589: Improvement of Literacy in Secondary Schools and Adult Populations (G)	Online	Not offered	Not offered
RDG 590: Literature and Instructional Materials in Reading Programs (G)	Online	Not offered	Not offered
RDG 598: Cognition and Emergent Literacy (G)	Online	Not offered	0
RDG 638: Advanced Study in Language and Literacy (G)	Online	7	Not offered
RDG 675: The Administration and Supervision of Literacy Programs (G)	Online	11	Not offered
RDG 688: The Politics of Literacy (G)	Online	Not offered	Not offered
BSL 571: Social, Cultural, and Language Influence on Learning (G)	Online	12	6
<i>Chemistry</i>			
CHM 138: General Chemistry I (UG)	Online	2	264
UG= Undergraduate Course G= Graduate Course			

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4. DESCRIPTION OF THE CHANGE

Sam Houston State University recognizes the significance of organizing the distance learning initiatives of the institution so that a well-coordinated program will be delivered. To assure the coordination of distance learning initiatives required to provide the resources and assistance for faculty, SHSU is developing a systematic plan for planning and conducting distance learning programs (Appendix D). The distance learning policies and procedures are intended to assist with planning, coordination, and technological support for participating faculty, staff, and administration.

Assessment of need for each of the proposed online programs began with the program faculty, as evidenced by the description of each program below.

Master of Education in Reading

Development of the Master of Education in Reading began in response to dialogue between the administration of Conroe Independent School District (CISD) and the SHSU graduate faculty in the College of Education. CISD was interested in encouraging its teachers to seek a Masters degree in reading. The Masters program will operate as a cohort program in agreement with specific school districts, rather than as an open enrollment program.

Students will benefit students in the following ways:

- Students may attend class conveniently without traveling to the University.
- Students have the opportunity to obtain an advanced educational degree in a unique learning environment using the latest theories of learning and multimedia technologies.
- Students will study current educational issues from nationally recognized leaders.
- The Master of Education in Reading can be completed in two years.
- Students have the opportunity to collaborate on projects or issues important to their school district.
- Students learn how to improve reading instruction and the reading abilities of school district students.

The online Master of Education in Reading will provide the opportunity for certified teachers to obtain a graduate degree by completing courses online with school district support. On-line resources will provide the opportunity to study any time/any place and to experience innovative multimedia learning strategies. The program will consist of thirty-six (36) hours of on-line courses that can be completed in four semesters and three summer sessions if courses are taken sequentially (Appendix F). There are currently five online graduate-level courses in reading that will constitute the core of the online Master of Education in Reading degree program.

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<u>Reading Online Courses</u>	<u>Fall 2002 Enrollment</u>
RDG 530: Foundations of Literacy (G)	14
RDG 587: Workshop in Reading (G)	8
RDG 638: Advanced Study in Language and Literacy (G)	7
RDG 675: The Administration and Supervision of Literacy Programs (G)	11
BSL 571: Social, Cultural, and Language Influence on Learning (G)	12

The Master of Education in Reading online program and course requirements are the same as the degree offered on the SHSU Huntsville campus. SHSU Education graduate faculty teach the courses delivered online and all instruction is under the control and supervision of the University, as evidenced by the information provided in the Faculty section of this Prospectus. Both the traditional campus-based and online formats are included in an NCATE Self-Study Report available as Document 3 at http://www.shsu.edu/~dl_www/appendb/index.html.

Master of Arts in History (with an emphasis in Military History)

Planning for the online Master of Arts in History began in 1999. An active duty army major took a graduate course and expressed interest in the graduate program because a masters degree would assist him in his quest for promotion to lieutenant colonel. He completed nine more hours during the next summer and fall semesters, but was then transferred to Fort Campbell, Kentucky. Only six of his graduate hours transferred to a program at a local university near Fort Campbell. He suggested that some on-line courses would be helpful for other active-duty military officers. In January 2000, the history department formed a Committee on Military History to explore the possibilities of an online graduate program. The Committee conducted an informal survey of three military forts (Fort Benning, Georgia; Fort Bragg, North Carolina; and Fort Hood, Texas) and discovered the need and interest in the masters program.

The history department has experienced a 25% increase in student enrollment in the undergraduate and graduate programs in military history in the past five years. The average non-military, undergraduate, upper-level history course averages 17 students, but in Spring 2001, for example, the World War II course enrolled 112 students. In the Fall 2001 semester, the Vietnam War course enrolled 73 students. This increased interest can be attributed to the new found interest in military and foreign policy issues and to the exceptionally successful SHSU ROTC program. Based on this information, the Committee submitted a formal proposal to the SHSU Vice President for Academic Affairs (Appendix G). The vice president provided seed money for the development of two prototype courses. The two courses were developed in summer and fall 2001. Currently there are eight graduate level history courses offered online, with several other courses being developed.

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<u>History Online Courses</u>	<u>Fall 2002 Enrollment</u>
HIS 563: Seminar in Military History (G)	12
HIS 573: History of the Antebellum South, the Civil War and Reconstruction (G)	6
HIS 576: Contemporary America, 1933-Present (G)	10
HIS 589: Great Britain and the British Empire (G)	6
HIS 593: European Diplomatic History (G)	4
HIS 594: Early Modern Europe (G)	6
HIS 595: Later Modern Europe (G)	1
HIS 698: Historical Methodology and Bibliography (G)	2

Master of Science in Criminal Justice

The College of Criminal Justice enjoys a national and international reputation of excellence and this recognition has created a need to increase distance-learning opportunities. The proposed online Master of Science in Criminal Justice is designed primarily for persons who aspire to management positions in the field of criminal justice. The degree prepares students to work in various areas of criminal justice administration including, but not limited to, organizational management and social policy.

The growing demand for distance courses in the College of Criminal Justice has increased significantly in the last ten years. The previous solution to distance needs for criminal justice practitioners was the development of a two-year on-campus weekend program in which criminal justice practitioners could obtain a masters degree in criminal justice management. In the mid-1990s, the enrollment in this program began to drop significantly because other programs in the Houston area had been developed. Practitioners wanted to obtain their degrees from the nationally recognized program at SHSU, but time and money kept them closer to home when more accessible programs were available.

In the mid-1990's, the College of Criminal Justice began two new initiatives. First, a Master of Science degree was developed at the University Center campus in the Woodlands, closer to the large student pool in the Houston area. Second, an interactive television (ITV) course was offered from the SHSU campus to the University Center, primarily for upper division undergraduate students. Due to the significant enrollment demand in the Masters program, the College decided to offer an on-line degree to increase access for students who wanted to obtain their degrees from the SHSU.

In the 2000-2001 academic year, the College of Criminal Justice offered the first online graduate course and now schedules several courses per semester. For the Fall 2002 semester, there are four graduate-level online Criminal Justice courses. Selected technology enhanced courses are also offered for on-campus students at the graduate and undergraduate levels. Many students who enroll in online courses also enroll in traditional campus courses. From student advisement, we have learned that students prefer to combine online and on-campus courses to add flexibility to their schedules. Some students would either not be able to finish the degree or it would take much longer than they desired. Analysis of other distance

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criminal justice online degree programs indicates that this distribution of on-campus and distance students is consistent with the other programs in the country. In the Fall 2002 semester the College of Criminal Justice will be entering the second year of course offerings for the first cohort of online students and the first year for the second cohort.

<u>Criminal Justice Online Courses</u>	<u>Fall 2002 Enrollment</u>
CJ 530: Critical Analysis of Justice Administration (G)	10
CJ 532: Perspectives in Criminology (G)	14
CJ 634: Basic Research Methods and Planning Resources (G)	5
CJ: 635: Seminar in Leadership and Management (G)	8

Program Approval

The University's requires that new courses and programs, as well as any major changes in existing courses or proposals are accomplished by the same procedures. The process includes a cycle involving three committees, the Department Curriculum Committee, the College Curriculum Committee, and the University Curriculum Committee (Appendix D). A departmental committee comprised of faculty is responsible for curricula review, suggesting changes in existing curricula, and presenting recommendations for new courses and degree programs. The College Curriculum Committee, organized by the dean of each college, reviews departmental requests, serves as an advisory board and reports to the dean. The Curriculum Committee for the University consists of nine members, eight of whom are appointed by the Vice President for Academic Affairs and one faculty member nominated by the University Faculty Senate to chair the committee. The committee is responsible for reviewing the curriculum submissions to determine if information provided for all requests for new courses is complete, to analyze proposed additions and changes in course titles in the interest of identifying areas of possible overlap or duplication, and to work toward a resolution of potential problems before the matters come up for discussion by the Academic Affairs Council. Conflicts regarding final recommendations of the Academic Affairs Council and the reports originally submitted by the deans are resolved between the academic vice president and the appropriate dean. The curriculum report, endorsed by the academic vice president is presented to the president for inclusion in the Meeting Agenda of the Board of Regents for The Texas State University System.

The Texas Higher Education Coordinating Board requires each public institution of higher education intending to offer distance learning courses and programs to submit an Institutional Plan for Distance Learning for approval (Appendix E). According to the Board, "The Plan is intended to be the basis of an institution's submission to other state or federally recognized accrediting or credentialing agencies." The Plan is designed to organize the institution's efforts to deliver quality distance learning and must be updated and reviewed on a five-year cycle. SHSU has submitted the Plan and received notification of approval from THECB with minor revisions. Final revisions and approval are expected to be complete by October 2002.

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Coordination of Distance Learning Activities

The Division of Academic Affairs has responsibility for all distance learning activities of the College. In order to coordinate the courses, programs and services across the University, the Vice President of Academic Affairs has appointed a standing Distance Learning Committee (DLC), which functions as the Steering Committee for the substantive change process. The DLC membership includes top-level academic, student services and financial representation, as well as faculty from the departments offering online graduate courses and program. (Appendix H lists the membership of the committee.

The purpose of the Distance Learning Committee is to (1) recommend academic goals, programs, policies, purchase considerations, plans or other action that will foster the integration and development of distance learning content and instructional technology in chosen university programs, (2) assist in the development of distance learning policies and procedures, (3) assist in determining, for any university project/grant/contract with distance learning content, that the technology assumptions are valid and reliable, that the financial assumptions concerning the distribution of course content and technology are valid and reliable and that the technology to be employed is consistent with Sam Houston State University's mission, and (4) evaluate annually the current policies for the allocation and use of instructional technology and distance learning resources. Individual members are appointed by the Vice President for Academic Affairs; include administrators, faculty and staff; and represent all areas of the University including Learning Resources, Student Services, Instructional Technology, and Computer Services. The Director of Academic Instructional Technology and Distance Learning and the Instructional Designer provide support for the Committee. All actions of the DLC are referred to the Vice President for Academic Affairs for approval.

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5. FACULTY

The proposed online graduate courses and programs were initiated by the Reading, History and Criminal Justice faculty. A roster of graduate faculty teaching current online courses is found in Table 2. Faculty included in the table were selected based on teaching ability, special interests, technological competencies, and market demand. All faculty participating in the proposed programs are current University employees and are currently teaching sections on the SHSU campus. The academic qualifications for faculty involved in distance learning activities are the same as for faculty teaching on campus, as evidenced by curriculum vitae (Document 4 on http://www.shsu.edu/~dl_www/appendb/index.html). In addition, Appendix I contains a complete listing of faculty from the three disciplines (Reading, History, and Criminal Justice) with both online and campus-based course assignments for Fall 2002.

Table 2
Fall 2002 Faculty Online Course Assignments

Online Faculty	Discipline	Course(s)	Current Enrollment
Bruce, Robert	History	HIS 563: Seminar in Military History (G)	12
Bruce, Susannah	History	HIS 573: History of the Antebellum South, the Civil War and Reconstruction (G)	6
Hendrickson III, Kenneth E.	History	HIS 589: Great Britain and the British Empire (G)	6
Olson, James	History	HIS 576: Contemporary American: 1933: Present (G) HIS 698: Historical Methodology and Bibliography (G)	10 2
Pappas, Nicholas	History	HIS 593: European Diplomatic History (G) HIS 594: Early Modern Europe (G) HIS 595: Later Modern Europe (G)	4 6 1
Lowery-Moore, Hollis	Reading	RDG 675: The Administration and Supervision of Literacy Programs (G)	11
McCauley, Joyce	Reading	BSL 571: Social and Cultural Influences on Learning (G)	12
Price, Debra	Reading	RDG 530: Foundations of Literacy (G)	14
Cuvelier, Steven J.	Criminal Justice	CJ 478: Organized Crime (G) CJ 634: Basic Research Methods and Planning Resources (G)	21 5
Garner, Randall L.	Criminal Justice	CJ 635: Seminar in Leadership and Management (G)	8
Longmire, Dennis	Criminal Justice	CJ 465: Professionalism and Ethics in Criminal Justice (UG) CJ 530: Critical Analysis of Justice Administration (G)	19 10
Myers, Laura	Criminal Justice	CJ 532: Perspectives in Criminology (G)	14
Chasteen, Thomas	Chemistry	CHM 138: General Chemistry I (UG)	2

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Student Access to Faculty

Since all graduate and undergraduate online courses are taught by current full-time SHSU faculty, students enrolled in online courses have access to faculty via course websites, email and telephone. Residential students who enroll in online courses also have access to faculty on the University campus. Information is provided to students at the beginning of each course, with specific instructions for contacting the instructor.

Students admitted to the online graduate programs in History, Reading and Criminal Justice are assigned a faculty advisor. The advisor is the student's main contact for information, program issues and other advising functions.

Faculty Teaching Loads

Appendix I contains a breakdown of course loads for faculty teaching online courses, including student enrollment by course. It is the responsibility of the department chairs to monitor course load and other assignment for faculty in keeping with SHSU's policies regarding the teaching, research and advising responsibilities of the faculty. These policies are available as Document 8 at http://www.shsu.edu/~dl_www/appendb/index.html.

Faculty Support

Faculty support for online instruction is provided by the Center for Academic Instructional Technology and Distance Learning. Center staff is responsible for assisting faculty in the use of Internet technologies for the development and delivery of web-based courses. The Director also is responsible for assuring the proper use of these technologies, evaluation of the use of multi-media, electronic interaction, course layout, and approval for the payment of the stipend to the course developer. Faculty training is provided through on-campus one-on-one sessions, forums and small classes in such topics as the utilization of web-based distance learning class software (i.e., Blackboard, Web Course in a Box, HTML, PowerPoint, and other appropriate software). A schedule of training classes is posted each month on the University web site and on-line reservations are available. Faculty who wish to have individual instruction may schedule an appointment for specific training. Another option for faculty seeking technological training is the ElementK online training system. ElementK provides quick tutorial sessions as well as instructor-led classes with textbooks. Courses are available in project management, Microsoft office, design and media, office productivity, network and operating systems, and programming and design. This resource is supported and funded through Information Resources.

Faculty Evaluation

All faculty members, including those involved in distance learning, are evaluated for the purposes of faculty development, promotion in academic rank, adjustments in salary and, in the cases of non-tenured faculty, contract review (Document 5 at http://www.shsu.edu/~dl_www/appendb/index.html). The four criteria recognized in the

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evaluation process are: teaching effectiveness; scholarly and artistic endeavor; professional growth and professional activities; and non-teaching activities supportive of departmental, college, and university programs. Currently, the policy for faculty reappointment, tenure, and promotion is under revision to include the support and incentive for faculty to develop electronic course materials. The policy revisions reflect administrative support and reward for the publication of and /or development of electronic instructional materials. Faculty are evaluated based on their activity for the twelve-month period beginning June 1 of each calendar year. Each of these criteria is assigned a weight in accordance with the ranges delineated in the SHSU Academic Policy Statement 820317 for Faculty Evaluation. Actual weights applied to each faculty member's evaluation score in each criteria is determined through a linear formula available through the University's Computer Services Center which results in the maximum possible sum of scores. The criteria used in the Faculty Evaluation System are the same as those identified in Academic Policy Statement 800722, "Promotions in Rank and Advances in Salary Within Rank." These policies are available as Document 8 at http://www.shsu.edu/~dl_www/appendb/index.html.

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6. LIBRARY/LEARNING RESOURCES AND STUDENT SERVICES

The Newton Gresham Library provides access to a broad range of learning resources. Materials are selected to support the University's curriculum. Scholarly needs of the faculty are met through InterLibrary Services or other document delivery services when the material is not available locally. Distance learners are able to access the Newton Gresham Library by telephone and the Internet. Students living outside Walker County and enrolled exclusively in off-campus and online courses are recognized as distance learners. All services currently available to on-campus users are available to distance learners. All policies governing the use of library resources to distance learners are set forth in the Distance Education Services Handbook (Document 6 at http://www.shsu.edu/~dl_www/appendb/index.html).

In part to support these nontraditional courses and students, the library has expanded its licenses to electronic resources. Remote access to electronic resources is available from the library's homepage; students and faculty are authenticated through a proxy server. The library provides access to over 100 electronic databases; 60 of these databases are provided by TexShare, the resource sharing project of Texas. In addition to the databases provided by TexShare the library has subscribed to specialized databases which support the research activities of online courses. Included in the specialized databases are: America, History and Life, Historical Abstracts, ERIC, Education Abstracts, Criminal Justice Periodical Index and Westlaw Campus. Many of these databases provide access to full-text, while others are strictly bibliographic in nature. Where possible the library has purchased the additional functional links to electronic journals and our online catalog from the database vendor. NGL also subscribes to a service which maintains the links to electronic journals within aggregate databases and those subscribed to by the library. To help meet the need for quick access to monographs, the library has acquired access to over 19,000 electronic books; these are all fully cataloged and available through the online catalog. Faculty may place course materials on electronic reserve which is available on the library's homepage and can also be placed in Blackboard.

The responsibility of serving distance learners, including requests for books and journals, has been assigned to InterLibrary Services. Distance learners are encouraged to contact the Reference Librarians and other subject specialists for assistance in answering questions, developing search strategies, and identifying useful resources. Students can "Ask the Librarian" from the NGL homepage; e-mail addresses for subject specialists are also provided from the homepage. The library will soon provide a 1-800 number for students to call when they need help accessing databases, developing research strategies, and for clarification of services. Reference Librarians are working to establish a Virtual Reference Desk; the pilot project will be launched in Spring 2003.

The Newton Gresham Library provides all users with a program of instructional services designed to develop information retrieval and library research skills. A number of options are available:

- a. Subject guides providing lists of selected resources and in many instances links to web resources are available on line.

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- b. Guides to specific databases developed by NGL librarians are online; many of the databases contain online tutorials.
- c. An information literacy tutorial is being developed and the first module is online.
- d. The Virtual Reference Desk will allow both individual and group instruction sessions.

As cooperative resource sharing becomes more critical, the management of the library continues to pursue networking opportunities. As a member of AMIGOS, NGL has reciprocal borrowing agreements with libraries in Texas, Arizona, New Mexico, Oklahoma, Arkansas, and Louisiana. The library meets the resource-sharing and interlibrary loan standards for ACRL, which encourages academic libraries to provide the services. NGL's InterLibrary Services will borrow materials not held in the library for distance learners; request forms are on the library's homepage.

The Newton Gresham Library also participates in the Texas State Library's resource sharing program, TexShare, to help meet the needs of academic and public libraries. TexShare is a cooperative program designed to improve library service to students, faculty, and staff of Texas institutions of higher education. This program allows SHSU students, faculty and staff to have direct, personal access to library materials that are not available in the Newton Gresham Library. The TexShare Library Card Program is currently limited to state-supported university libraries and community colleges. The libraries of The Texas State University System have banded together to subscribe to ScienceDirect, a full-text database providing access to major journals in the life, physical and behavioral sciences published by Elsevier.

In an effort to provide the most useful services to distance learners and instructors, the Newton Gresham Library will survey students and faculty during the Fall 2002 semester to determine their unmet needs. The purpose of the study is to determine their needs and also to determine their awareness of current services. As a part of the assessment of the distance learning services program, InterLibrary Services tracks users by semester. New software will allow InterLibrary Services to also track the number of items supplied to each user. The Services Handbook contains information on services provided by the library and is available as Document 6 at http://www.shsu.edu/~dl_www/appendb/index.html.

Student Support Services

The Registrar's Office may be accessed from the SHSU website. Students may connect to the Registrar's Office to obtain forms specific to the office, access their grades, and register for courses online. All appropriate student service offices have email addresses and telephone numbers listed on the office's respective websites. Most offices offer online access to key forms including financial aid, scholarships, and other student services. Distance learning students can seek advising by email or telephone. The University has just opened an Advising and Mentoring Office on campus. The new office anticipates offering additional services to students online. These services will include online self-tests to improve study skills.

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The Office of the Vice President for Student Services provides for both on-campus and distance learning students. Services include, but are not limited to, assistance with childcare, legal services, employment, and career counseling. Currently, distance learning students must come to the main campus to receive many of these services.

7. PHYSICAL RESOURCES

SHSU has the physical resources to implement the proposed online graduate degree programs. For the purposes of this substantive change, the physical resources are the campus technology infrastructure to deliver instruction to students via the Internet. The current network backbone is gigabit Ethernet. All academic and administrative buildings are currently connected by at least 100Mbit Ethernet. The University has a multimedia hub located in the telecommunications center that interconnects multimedia-equipped classrooms with circuits to Woodlands University Center and to the Region VI Service Center. These circuits are capable of handling traditional interactive TV up to 1 T1 speed. The Wide Area Connection to the Internet consists of 4 multiplexed T1s and will be upgraded to at least 8 T1s by the end of the calendar year.

All faculty are provided with a network-connected workstation that is renewed every three years, and many faculty have been provided laptops. All faculty, staff, and students have access to web and campus resources via the Internet and campus dial-in. The University has one dial-in number with a total of 350 lines available. There are 258 56K (v.90/K56flex) modems, followed by 92 33.6K modems. PPP connections are supported, as well as terminal server telnet/rlogin sessions to Internet hosts. The dial-in servers support multilink PPP connections. This means users can connect multiple modems (using multiple phone lines) simultaneously and increase the bandwidth of their connection. For example, using two 56K modems and two phone lines to connect could give them essentially a 112K connection. Each user has access to an e-mail account and 20MB of personal server space. Policies are in place to deal with server space use.

Blackboard is the University's online learning portal. All students and faculty have access to this system. In addition to access to coursework, assignments, lectures, and tests, Blackboard also allows for access to electronic resources, interactive chat, discussion boards, and a calendar tool for student and faculty use.

Planning for the support of distance learning activities is included in the Information Resources Strategic Plan available for review as Document 7 at http://www.shsu.edu/~dl_www/appendb/index.html.

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8. FINANCIAL SUPPORT

The University has provided financial support for the development of online graduate courses and programs through (1) technology grant funds, (2) university funds earmarked for program development and (3) online student fees and tuition. The University administration has committed to providing adequate levels of financial support as the online graduate programs become fully implemented.

The University has received technology grant funds through the Telecommunications Infrastructure Fund for Higher Education Technology Advancement (HE3) grant. In August 2001, Sam Houston State University was awarded \$362,636.00 to support the enhancement of web-based education by providing the necessary resources to (1) train and equip the faculty for producing multi-media learning material, (2) establish a "hands-on" course in distance learning for students preparing to teach in higher education, and (3) institute an instructional media service to support instructional media development by housing specialized equipment and technical expertise.

Local financial resources have been applied to the development of web-based courses for the proposed distance learning activities. Currently, SHSU faculty are awarded a stipend of \$2,000 for the development of each web-based graduate and undergraduate course. Teaching assistants are awarded \$1,000 for the development of web-based courses. The Director for Academic Instructional Technology and Distance Learning approves the payment of the stipend to the course developer. Funding for the stipends is provided by the Vice President for Academic Affairs. Local funds are also provided in the annual budget for Information Resources to support and upgrade network access, software licensing, support, and training of students, faculty, and staff.

In June 2001, the Texas State University System Board of Regents authorized the University to charge electronic course fees to students enrolled in online courses. In lieu of some student services fees, SHSU charges a fee of \$303 per student who registers for distance learning courses only. Students who register for both distance learning and on-campus courses are charged the \$303 distance learning fee plus all other student services fees. A breakdown of the costs of distance learning courses is shown in Table 3.

Table 3
Tuition and Fee Schedule for Online Courses

<u>Semester</u> <u>Hours</u>	<u>Tuition</u> <u>& Fees</u>	<u>Electronic</u> <u>Course</u> <u>Fee</u>	<u>Computer</u> <u>Use Fee</u>	<u>Library</u> <u>Fee</u>	<u>Intl.</u> <u>Education</u> <u>Fee</u>	<u>Advisement</u> <u>Fee</u>	<u>Total</u> <u>Cost</u>
3	\$237	\$303	\$30	\$30	\$1	\$50	\$651
6	\$474	\$606	\$60	\$30	\$1	\$50	\$1,221
9	\$711	\$909	\$90	\$30	\$1	\$50	\$1,791

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Distance learning fees generate new revenues to foster self-sustainability of web-based distance learning activities. The Distance Learning Committee is considering a distribution formula for these fees that allocates monies between the course developer, the course instructor (if different than the developer), and the University.

Financial Projections

The projected program income for online course enrollment based on a 20 percent annual increase in enrollment over the next five years is shown below.

Table 4
Projected Enrollment at 20% Annual Growth

<u>Program</u>	<u>FL02</u>	<u>FL03</u>	<u>FL04</u>	<u>FL05</u>	<u>FL06</u>	<u>FL07</u>
History	47	56	68	81	97	117
Reading	52	62	75	90	108	129
Criminal Justice	<u>41</u>	<u>49</u>	<u>59</u>	<u>71</u>	<u>85</u>	<u>102</u>
Totals	140	167	202	242	290	348

Based on the five-year enrollment data, program revenues are projected to increase accordingly, as shown below.

Table 5
Projected Tuition and Fees Received by Academic Year

<u>Program</u>	<u>02/03</u>	<u>03/04</u>	<u>04/05</u>	<u>05/06</u>	<u>06/07</u>	<u>07/08</u>
History	\$53,382	\$64,058	\$76,870	\$92,244	\$110,693	\$132,831
Reading	\$67,704	\$81,245	\$97,494	\$116,993	\$140,391	\$168,469
Criminal Justice	\$53,382	\$64,058	\$76,870	\$92,244	\$110,693	\$132,831

The figures projected for tuition and fee revenue does not include any state reimbursements based on enrollment of Texas students in the University.

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9. EVALUATION AND ASSESSMENT

In keeping with the academic procedures of the University, the evaluation of online courses and programs is the responsibility of departmental faculty in History, Education and Criminal Justice. Since all three proposed Masters programs began as adaptations of traditional campus-based programs, the evaluation of these programs follows departmental policies and procedures. Departments evaluate their programs and report on their accomplishment of goals through the departmental institutional effectiveness reports. Program evaluation is accomplished using a variety of tools and procedures, including student evaluation of instruction, instructors, and courses.

The SHSU Office of Institutional Research is an administrative service designed to serve as a support agency for the collection, analysis, and appraisal of the purposes, policies, procedures, and programs of the University. In doing so, the office will supply information and conduct research studies that support planning and decision making, will comply with federal, state, and other reporting mandates, and will satisfy the requirements of the regional accrediting agency. The office will provide technical support for the institutional effectiveness process so that results assist in the continuous improvement of the university. The office will assist the individual departments in the development of to identify information sources and make recommendations concerning information systems. Current measurements of assessment completed in Institutional Research address undergraduate student satisfaction. Because of the proposed online graduate programs, Institutional Research has committed to assisting with the selection and development of methods for evaluating the graduate programs.

The Director of the Center for Academic Technology and Distance Learning is responsible for assuring the proper use of technologies and evaluation of the use of multi-media, electronic interaction, and course layout. Evaluations are based on course design and layout; multi-media content use (video, audio, streaming media), electronic materials use (e-books, e-journals, websites), and ease of navigation. The individual colleges and departments and the Director manage the proposed programs. College deans and department heads evaluate the course content in the same way content is judged in traditional classroom-based courses; providing an assurance of excellence in the content delivered.

Description of the Planning Process at Sam Houston State University

The planning process at Sam Houston State University originates with the strategic planning committee. The President makes all appointments and designates the chair. Members are by virtue of position: Vice President for Academic Affairs, Vice President for Finance and Operations, Vice President for Student Services; Chair and Chair-Elect of the University Faculty Senate; President of the Student Government Association; Director of Institutional Research as ex officio member. The President may add additional members on a temporary or permanent, voting or nonvoting basis as determined in the best interest of the committee. Members serve indefinite terms with the exception of those in elected positions, i.e., Chair

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and Chair-Elect of the University Faculty Senate and President of the Student Government Association, who serve only during their respective terms of elected office.

The strategic planning committee's mission is to provide a periodic review of the institutional mission and to coordinate the various strategic planning and institutional effectiveness efforts and provide for a broad perspective and vision for the University. This mission is achieved through the study of data on customer satisfaction, enrollment trends, retention data, course utilization/availability, ethnicity, gender and the image/marketing potential of the university.

The strategic planning committee makes recommendations to the President of Sam Houston, Dr. James F. Gaertner, concerning institutional goals. The president will set working instructional goals based on a combination of the recommendations, Texas State University System directives, and Presidential directives. Using the working institutional goals, each vice president will set divisional/college goals. Each vice president will then send these divisional/college goals to their departments for feedback and as a basis for the departmental goals.

The strategic plan, along with divisional/college and departmental goals, is sent as a working document to the President for approval. Once the President has approved the document, the document along with special budget requests is sent to the budget committee for monetary allocation. Funded institutional goals are implemented in the fall of the following academic year, with assessment beginning in that same academic year. The SHSU Strategic Plan is available as Document 2 at the http://www.shsu.edu/~dl_www/appendb/index.html.

The SHSU Distance Learning Committee has responsibility for monitoring the accountability of distance learning programs. In the preparation of this Prospectus, the DLC asked the Office of Institutional Research to prepare a demographic profile of distance learning students compared to non-distance learning students. The following information is based on the findings of the demographic profile study.

Student Demographics

One of the key advantages of distance classes is their ability to reach across different populations while maintaining the quality of instruction. Therefore, our goal in analyzing demographic variables is to provide a snapshot of programmatic populations during the last five semesters. The following demographic study compares distance learning students enrolled in classes from the departments of History, Criminal Justice and Reading, at the masters level with a companion group for each discipline, comprised of students at the same level and in the same major.

Gender

Over the last five semesters, it can be seen that graduate students enrolled in distance learning courses are more likely to be female than male (53.4% to 46.4%). Non-distance students from the comparison group are also more likely to be female (56.6% to 43.4%). An analysis of individual programs in History, Reading and Criminal Justice revealed that both

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rates, the distance students who enrolled Fall 2001 were retained at 87.5% in Spring 2002 while the non-distance students were retained at 62.5%. An analysis of the 1 year retention rates reveals that 62.5% of first-time graduate distance students who entered in Fall 2001 were retained in Fall 2002 and 37.5% of the non-distance graduate students were retained. It should be noted that the total number of students considered was only 8 for both groups (n = 16).

Test Scores and Hours Enrolled

Graduate Record Exam scores, required by the University, showed that distance learning students, on average, had lower graduate record quantitative scores. Criminal Justice and History distance learning students have lower GRE scores (across the tests) than their non-distance counterparts. It was further observed that distance students in Reading have a GRE Verbal twenty points higher, a GRE Quantative nine points higher and a GRE composite that is twenty-nine points higher than their corresponding non-distance counterparts.

A comparison of enrolled graduate hours per student was also completed and revealed that distance learning and non-distance students enrolled for a similar number of hours. In looking at the individual disciplines, exceptions to the average are observed. In Fall 2002, Criminal Justice distance learning students enrolled in .71 more hours, on average, than their non-distance counterparts. Fall 2001 was the only semester in which that was true. On average Criminal Justice distance learning students enrolled in .63 to 1.08 less hours than non-distance students. In History distance learning students average graduate hours enrolled ranged from 1.44 hours higher than non-distance students (Spring 2002) to the same amount of hours (Summer II 2002 and Fall 2002). Distance learning students in Reading courses were enrolled in as much as 1.33 hours more than non-distance students with the exception of the Summer I 2002 term, when distance learning students in Reading courses enrolled in fewer graduate hours than non-distance students.

Overall, the age of distance learning and non-distance students are similar. For the individual disciplines; Criminal Justice distance students are, on average, about two years older; History's distance learning students are on average, four years younger; and distance learners enrolled in Reading courses were two year younger.

Grade Distribution

A key component in evaluating the effectiveness of distance learning classes involves the analysis and study of grade distributions. For this study grade distributions from two different types of files are typically used. If the grades are produced immediately after the semester, traditional grade files are used, which will include grades of I. For this analysis, transcribed grades were used. To be included in this study, one or more sections of the course must have been taught via distance delivery methods and both the distance and non-distance courses must consist of at least four student participants.

Table 6 displays a comparison of grade distributions of distance learning students and non-distance students. The last row of the table indicates the overall percentage of each category. The overall percentage includes all graduate classes taken in the program that

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match the distance delivery programs curriculum and the grades are cumulative over a five-semester period.

The overall grades show that distance learning students received a higher percentage of As and a higher percentage of Fs. Because a larger number of As is a common occurrence in graduate classes and the percentage of distance As was only 4% higher this is not seen as a significant difference. However, the large percentage of F's is viewed as a point of concern and is only lessened by the fact that only 7 F's were awarded. While individual classes show some variation between individual grades an examination of As and Bs as a single category reveals that the difference is much less pronounced.

Table 6: Grade Distribution of Graduate Courses
(Must have at least 4 students from both instructional methods)

	A		B		C		F	
	Non-distance	Distance	Non-distance	Distance	Non-distance	Distance	Non-distance	Distance
CJ530	59.09%	45.45%	38.64%	18.18%	2.27%			18.18%
CJ532	77.14%	77.78%	20.00%	22.22%	2.86%			
CJ633	50.00%	91.67%	44.44%	8.33%	5.56%			
CJ634	100.00%	100.00%						
CJ636	100.00%	100.00%						
CJ665	68.97%	50.00%	31.03%	50.00%				
CJ693	79.61%	94.74%	19.42%	5.26%	0.97%			
HIS563	100.00%	81.82%		18.18%				
HIS573	87.50%	75.00%	12.50%	25.00%				
HIS593	80.00%	75.00%	20.00%	25.00%				
HIS594	83.33%	100.00%	16.67%					
RDG530	93.75%	63.64%	1.56%	22.73%	4.69%	4.55%		4.55%
RDG561	100.00%	85.71%		14.29%				
RDG587	100.00%	100.00%						
RDG589	86.36%	92.59%	9.09%	7.41%	2.27%		2.27%	
RDG590	100.00%	90.91%						4.55%
Overall	82.75%	86.67%	15.68%	10.36%	1.39%	0.40%	0.17%	2.79%

Faculty Evaluation Information

The Faculty Evaluation System was established to provide an orderly, comprehensive approach to the evaluation of faculty performance at Sam Houston State University. The system is designed to maximize objectivity and minimize opinion and bias. The evaluation system is important for purposes of (1) faculty development, (2) promotion in academic rank, (3) merit adjustments in salary, (4) contract review for probationary faculty members, and (5) decisions concerning future contracts for non-tenure track faculty members.

The Faculty Evaluation System recognizes four criteria for purposes of evaluation; (1) teaching effectiveness; (2) scholarly and artistic endeavor; (3) professional growth and professional activities; and (4) non-teaching activities. As part of this system, the university

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Prospectus for Substantive Change for Distance Learning

uses a student evaluation survey. The survey consists of five demographic questions and twenty-one questions that explore various classroom activities. Not all classes have to give the survey each semester. Furthermore, classes in the summer terms do not give the surveys. The data is segmented by program, with all teachers being one analysis and only teachers teaching both an online and traditional section of a course being the second analysis. For our first analysis, we considered all graduate classes in the given programs.

All Teachers

In the all teachers' analysis, the survey results of distance learning students were compared to those of students enrolled in non-distance courses. Initially, it was observed that few distance learning students were either given or responded to the survey. However, since these distance programs are not large, it is believed the results do provide insight, not conclusions. The exception is History, which only had two respondents.

Looking across the survey questions and programs, it was observed that students were satisfied with their online course(s) as much or more than the traditional graduate courses taught in each department. When students were asked to compare other courses at Sam Houston to the one they took, 55.6% of the Criminal Justice distance learning students indicated it was one of the best course(s), as compared to only 35.6% of the other graduate course(s) in Criminal Justice. Reading found similar results with 46.7% of distance learning students indicating that the graduate course(s) was one of their best, compared to only 33.3% of the students taking non-distance courses.

Since this analysis reaches across teachers and classes, the results can give some interesting results about the functionality of the distance courses in the department. Across programs, a higher percentage of distance students strongly agreed with the statement that professors seemed interested in students as individuals. Eighty-nine percent (89%) of distance learning students strongly agreed with the statement that assignments are related to the course, compared to 69% for non-distance graduate classes. Additionally, responses of distance learning students indicated that the method of instructional delivery did not inhibit the professors' ability to make course material understandable, hold student attention with their teaching style, encourage different view points, encourage student involvement, be enthusiastic in the classroom, return exams in a reasonable amount of time, make the material of the course(s) relevant or meaningful, show concern for the student, display his/her knowledge, provide feedback in addition to letter or number grades, allow sufficient time for completion of course assignments, or organize the subject matter and regularly hold class for the scheduled period of time. Responses of distance learning students indicated that the course medium did not inhibit the professors' ability to be available to help the students outside the course.

The lowest percentage of strongly agreed to was 64.7% in the Reading program, concerning feedback in addition to letter or number grades and providing sufficient time for completion of course assignments. This was considerably higher than responses from non-distance students.

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Teaching Assignments

Only Criminal Justice taught the same courses in both online and traditional format. The results, however, do not change from the all teachers responses. Distance learning students rated Criminal Justice course(s) higher than traditional course(s) on all survey questions. Representatively, 55.6% of distance learning students responded that the distance learning course(s) was one of their best courses, compared to 34.8% for non-distance course(s).

LIST OF APPENDICES

Appendix A: SHSU Mission Statement

Appendix B: Supporting Documents Available Online at

http://www.shsu.edu/~dl_www/appendb/index.html

Appendix C: Communication with SACS COC

Appendix D: Policies and Procedures for Curriculum and Instruction

Appendix E: Institutional Plan for Distance Learning

Appendix F: Program Requirements

Appendix G: Approval Documents

Appendix H: Distance Learning Committee

Appendix I: Course Loads and Online Faculty Roster

Appendix A

SHSU Mission Statement

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UNIVERSITY MISSION

Sam Houston State University is a multicultural institution whose mission is to provide excellence by continually improving quality education, scholarship, and service to its students and to appropriate regional, state, national, and international constituencies.

UNIVERSITY GOALS

- ◆ Promote students' intellectual, social, and leadership growth.
- ◆ Recruit and retain qualified, dedicated faculty and support staff.
- ◆ Recruit and retain qualified, motivated students.
- ◆ Provide the necessary library and other facilities to support quality instruction, research, and public service.
- ◆ Provide an educational environment that encourages systematic inquiry and research.
- ◆ Promote and support diversity and provide for equitable opportunities for minorities.
- ◆ Offer a wide range of academic studies in pre-professional, baccalaureate, master's, and doctoral programs.
- ◆ Collaborate with other universities, institutions, and constituencies.
- ◆ Provide instructional research and public service through distance learning and technology.

Appendix B

Supporting Documents Available Online at

http://www.shsu.edu/~dl_www/appendb/index.html

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The following documents are referenced in the Prospectus narrative and are available as Adobe .pdf files at http://www.shsu.edu/~dl_www/appendb/index.html.

Document	Title	Prospectus Page Reference
1	Goals of Academic Affairs	4
2	SHSU Strategic Plan	7
3	NCATE Study	12
4	Online Faculty Vitae	16
5	Policies on Faculty Evaluations	17
6	Distance Learning Services Handbook	19
7	Information Resources Strategic Plan	22
8	Faculty Promotions and Advancement Policies	18

Appendix C

Communication with SACS COC



RECEIVED

AUG 17 2001

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS OFFICE OF THE PRESIDENT
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

August 10, 2001

Dr. Bobby K. Marks
President
Sam Houston State University
Box 2026
Huntsville, Texas 77341-2026

Dear Dr. Marks:

Thank you for your letter in which you notified the Commission of plans to offer the following programs and majors using distance learning methodologies effective in the fall of 2001:

- Master of Arts in History (Internet)
- Master of Science in Criminal Justice
- Master of Education in Reading (Internet)
- Undergraduate Major in Criminal Justice (Internet and Satellite)
- Undergraduate Major in History (Internet)
- Undergraduate Major in Victim Studies

Please note that this level of expansion constitutes a substantive change which requires the submission of a prospectus in keeping with the Commission's substantive change policies and procedures. To obtain additional information, you may visit our website (www.sacscoc.org) and click on 'Commission Publications' followed by 'Revised Substantive Change Policies and Procedures.' Guidelines concerning the prospectus can be found in Appendix B.

I apologize for our delay in responding to your letter of intent. Do not hesitate to contact Dr. Gerald D. Lord at (404) 679-4501, ext. 521, if you have questions concerning this request.

Best wishes.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR/CSH:pjd

cc: Dr. Gerald D. Lord



SAM HOUSTON STATE UNIVERSITY

A Member of The Texas State University System

OFFICE OF THE PRESIDENT

September 16, 2002

Dr. James T. Rogers, Executive Director
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4558

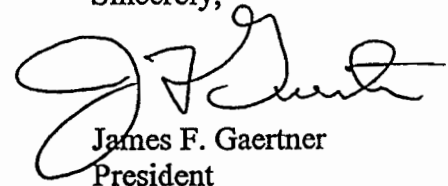
Dear Dr. Rogers:

During the summer of 2001, President Bobby K. Marks sent a letter of intent informing you that Sam Houston State University was proposing to offer six distance learning programs for the fall of 2001. Your letter of August 10 indicated this would constitute a substantive change which would require the submission of a prospectus.

About the time your letter was received, Dr. Marks retired and I began my service as president. I was not informed of this pending item and only recently became aware of it. Nonetheless, our campus has been working on the development of a prospectus which we would like to have considered at the winter meeting. I would like to request the granting of an extension to mid-October for submission of the prospectus and hope you will accept my apology for our delay in responding with a prospectus.

As a result of ongoing development and market analysis, we have modified our original request and now will only request approval for offering through distance learning three masters' degree programs which have been offered on campus for many years (the Master of Arts in History, the Master of Science in Criminal Justice, and the Master of Arts in Reading). Please accept my sincere apology for this lapse in proper coordination, and thank you for your consideration of our request for an extension.

Sincerely,



James F. Gaertner
President

Appendix D

Policies and Procedures for Curriculum and Instruction

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

SHSU Academic Policies and Procedures
Curriculum Development and Evaluation
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Sam Houston State University has established a standard and systematic process for an annual review and evaluation of its curricula. An outline of the curriculum review cycle follows.

I. The Department Curriculum Committee.

The dean will organize a curriculum committee in each department in his/her college. This need will differ somewhat in the College of Criminal Justice because of the organizational structure. The prerogative regarding how the chairs and members of such committees are selected resides with the dean.

The committee will report to the appropriate department chair. It is permissible for the chair of the department to serve as the committee chair. It should be the responsibility of the committee to review the curriculum, to make suggestions for changes in existing curricula, and to present recommendations for new courses and degree programs.

II. The College Curriculum Committee.

Further, the dean will organize a college-level curriculum committee. Again, the decision regarding how the chair and the members are selected resides with the dean. The membership may be made up exclusively of chairs or faculty or a combination of the two. That is the decision of the dean. Under any circumstance, the committee should serve as advisory and should report to the dean. It is requested that, once the intra-college list of courses to be added, deleted, or changed is developed, it be shared with the other deans so that each may be aware as early as possible in the process of what is likely to occur in each area.

The committee's function should be to review all requests which originate in the departments in the college as well as in congruence with the statement of mission of the college itself. It should be a concern of the committee that the requests do not in any way foster an overlapping of offerings among the departments within the college.

It is to be clearly understood that the committee structure, both at the department and college level, is not designed to circumvent or erode the influence of the dean of that particular unit upon the curriculum. It is expected that the curriculum report which is finally submitted from each college area will indeed be the report which bears the unqualified recommendation of the dean.

As a part of the curriculum review cycle, the academic deans are to include with their college reports a separate letter in which they certify that each course syllabus has been reviewed. This certification is by request of the Board of Regents, The Texas State University System. In addition, it is expected that each course syllabus on file in the office of the Vice President for Academic Affairs and Student Services will at any time represent a true reflection of the purpose, expectations, and content of the course.

III. University Curriculum Committee.

The Curriculum Committee for the university consists of nine members, eight of whom are appointed by the Vice President for Academic Affairs and Student Services from nominations submitted by the academic deans from the list of college curriculum committees: three from the College of Arts and Sciences; two from the College of Education and Applied Science; one from the College of Business Administration; one from the College of Criminal Justice; and one from the Newton Gresham Library. One faculty member is nominated by the University Faculty Senate to chair the committee. The members will serve rotating terms and the chair is appointed for a one-year period (September 1 through August 31).

The committee is charged with the responsibility of carefully reviewing the curriculum submissions to determine if information provided for all requests for new courses is complete, to analyze proposed additions and changes in course titles in the interest of identifying areas of possible overlap or duplication, and to work toward a resolution of potential problems before the matters come up for discussion by the Academic Affairs Council. It is expected that committee member(s) will be knowledgeable of the details of the curriculum submissions from their respective colleges in the interest of responding to most questions which will arise in committee meetings.

Should there be conflicts between the final recommendations of the Academic Affairs Council and the reports originally submitted by the deans, these will be resolved individually between the academic vice president and the appropriate dean.

The curriculum report which bears the endorsement of the academic vice president shall be prepared in proper format and will be presented to the president by the vice president for inclusion in the Board of Regents Meeting Agenda, The Texas State University System.

Curriculum Changes, Textbook Adoption, and Syllabi

Before any course may be taught, it must be cleared through the channels of the University administration and approved by the Board of Regents and the Texas Higher Education Coordinating Board. Any major change in existing courses or proposals for a new course is accomplished by the same procedures. Please see the Curriculum Development and Evaluation section of this handbook.

If a textbook is to be used in a course, it is selected by the teacher or teachers of the course in consultation with the department chair. Reasonably close correlation between the contents of the textbook and the catalogue description of the course is advisable. All sections of a multi-section course are expected to use the same basic textbook. This should not be construed to mean, however, that a faculty member must use that textbook if he/she disagrees with the choice for substantial reasons which he/she shall present in writing to his/her chair and his/her dean. All departments on campus should include, in the final decision-making process for selecting texts, all full-time faculty members who will be involved in teaching a multi-section course. An adoption of a text should, in most cases, be for a period of several years. The

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Prospectus for Substantive Change for Distance Learning

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procedures for the requisition of textbooks and related instructional materials are set forth in Academic Policy Statement 860211, a copy of which may be obtained from the appropriate dean/chair. The schedule for submitting approved textbook requisition forms is: for Spring Semester, October 15; for Summer School, April 15; for Fall Semester, April 15.

Textbooks, notebooks, manuals, or other materials for the use of students of a component University written or prepared by a member of the faculty of that University shall not be prescribed for the use of students in that University or sold to such students until such books, notes, manuals, or materials shall have been approved, with reasons stated, by the department chairman or head and transmitted to the academic vice president through normal academic channels for approval. All such requests shall indicate the proposed prices and profits, and their authorization shall be effective only to the end of the fiscal year (August 31) for which such approval has been given. (See Appendix III of this handbook, Rules and Regulations, The Texas State University System, Chapter V, Subsection 4.(12)21.)

All faculty notebooks, manuals or other written materials (excluding textbooks) prepared for the use of students will follow university guidelines for publications, including the use of the University Publications Approval Form. The proceeds/profits from the sale of such written materials will be deposited into a properly designated auxiliary account at Sam Houston State University. An appropriate expenditure account will also be established to provide a means for cost reimbursement.

Where practicable and equitable, the charge for outlines, syllabi, and similar materials prescribed for the use of students should be borne by the instructional department concerned. Whenever a charge is authorized for such mimeographed or similarly processed materials, the prices should be as low as possible, consistent with the payment of a fair and reasonable royalty to the author or authors. This charge must be considered in conjunction with the incidental course fee. (See Appendix III of this handbook, Rules and Regulations, The Texas State University System, Chapter V, Subsection 4.(12)12)

The teacher or teachers of each course is/are responsible for developing and keeping up-to-date a syllabus which conforms to the Sam Houston State University catalogue description and the adopted textbook. A carefully planned syllabus is particularly important for multi-section courses involving several instructors.

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Prospectus for Substantive Change for Distance Learning

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Sam Houston State University
Policies and Procedures for Planning and Conducting Distance Education

1. General Information and Purpose

The administration of Sam Houston State University recognizes the significance of organizing the distance education initiatives of the institution so that a well-coordinated program will be delivered. Coordination of distance education initiatives is required to provide the resources and assistance for faculty, to provide support services for distance education students, to maximize the use of university resources with a minimum of duplication, and to ensure consistent and fair policies and procedures related to faculty and students. Organized and well-coordinated programs facilitate marketing and promotional strategies and strengthen the University's image as an innovative and technologically sound institution.

Rapid advancements in technology will undoubtedly create new methods for providing and delivering distance education. Therefore, policies and procedures that impact distance education will continuously change and these guidelines should be considered "interim" in nature and reflect the latest developments at the time of printing. As changes occur that are internally developed, required by the Texas State University System (TSUS), the Texas Higher Education Coordinating Board (THECB), or the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), this document will be revised to incorporate those changes.

The following distance education policies and procedures are intended to assist with planning, coordination, and technological support for participating administration, faculty and staff. These policies and procedures are built on current SHSU Academic Policy Statements, the University Mission Statement and Strategic Plan and shall apply to new distance education activities as well as to existing courses and programs in which the method of delivery has changed significantly from that approved in the original curriculum proposal.

2. Definitions

Distance education - For the purposes of this document, distance education will be defined as instruction delivered through electronic means such as television, interactive video conferencing, or computer networks.

Distance education course - an individual course in which the majority of instruction occurs when the student and the instructor are not in the same physical setting. The course is considered distance education if the student receives more than 50% of the instruction at a distance. Distance education courses offered electronically must first be approved for on-campus delivery before being offered via distance education.

Distance education program – an approved collection of courses or course of study where a student can earn 50% or more credits necessary to qualify for a degree through distance education

3. Planning for Distance Education Activities

The appropriateness and viability of distance education programs must be carefully considered in the planning process. Distance education programs should be focused on the University Mission and Goals, consistent with the Colleges' long range planning, and supportive of the educational strategies of the department. Distance education programs should be designed and evaluated according to guidelines similar to those utilized for on-campus programs.

The design and development of distance education courses and programs should follow priorities established by the Colleges. These priorities should be based on educational requirements, market studies, public demand, community and business needs, and the competitive advantages of SHSU. Development of distance education programs should maximize university research and educational goals, promote the development of resources unavailable at other institutions, and/or encourage collaboration with other institutions.

4. Academic Requirements and Quality Standards

The following standards represent important guiding principles for developing, conducting and evaluating distance education instruction activities at SHSU.

4.01. Sam Houston State University engages in distance education courses and programs which are consistent with the institutional role and mission.

4.02. Distance education activities conducted at SHSU will comply with the "Principles of Good Practice for Academic Degree and Certification Programs and Credit Courses Offered Electronically" as presented by THECB and in accordance with the SACS "Best Practices For Electronically Offered Degree and Certificate Programs".

4.03. The course or program that is being proposed as a degree-related distance education activity shall meet the same quality standards applicable to on-campus instruction.

4.04. Distance education credit courses will be listed in the undergraduate or graduate course inventory.

4.05. Each distance education course provides for planned interaction and timely feedback between students and faculty member(s) teaching the course.

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4.06. The instructor will be responsible for the delivery of instruction and for evaluating student progress.

4.07. Faculty will be selected and evaluated by the same standards and procedures required to select faculty responsible for on-campus instruction.

4.08. SHSU will make available the appropriate training and support for faculty providing distance education.

4.09. The same policies concerning admissions requirements, scholastic standards, and the administrative processes apply to distance education as they do for on-campus classes.

4.10. Students enrolled in a distance education will have access to academic support, including library services, advising, counseling, and financial aid appropriate for distance education.

5. Administrative Approval and Coordination of Distance Education Courses and Programs

5.01. Distance education instruction will be offered with the consensus of the responsible academic department chair, academic dean, and the Office of the Vice President for Academic Affairs.

5.02. The institution shall provide the means for assessing the quality of the distance education offerings in comparison with traditional instructional approaches.

5.03. All distance education instruction shall be administered by the same entity administering the corresponding on-campus instruction.

5.04. Distance education course proposals are prepared according to the guidelines in Attachment A. Course proposals will be submitted for review and recommendation in the following order: appropriate department chair, academic dean, Academic Instructional Technology and Distance Learning, and the Office of the Vice President for Academic Affairs.

5.05. Distance education program proposals are prepared according to the format and guidelines in Attachment B. Program proposals will be submitted for review and recommendation in the following order: appropriate department chair, academic dean, Academic Instructional Technology and Distance Learning, and the Office of the Vice President for Academic Affairs.

5.06 The Office of the Vice President for Academic Affairs will review approved program proposals for compliance with the TSUS, THECB and SACS guidelines.

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5.07. The Office of the Vice President for Academic Affairs will seek the required approval to offer distance education from the TSUS, THECB, and SACS.

5.08. Removal of distance education programs is proposed through a memorandum from the departmental chair of the academic unit, via the college dean to the Vice President for Academic Affairs. Requests to delete a program should contain the following information: name of the program, justification for the program removal (including the impact of enrolled students), and the proposed effective date.

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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Policies and Procedures for Planning
And Conducting Distance Education
Attachment A

Sam Houston State University
Request to Offer a Course via Distance Education

Instructions: Academic departments initiate the process to deliver distance education instruction by completing the following form, securing the required signatures, and submitting this form to the Office of Academic Instructional Technology and Distance Learning. After this form is processed at this location, it will be forwarded to the Office of the Vice President for Academic Affairs. If the request is for the addition of a new course, the requesting department must follow the appropriate procedure prior to completion of this form. This form must be submitted at the beginning of the semester one year before the semester in which you propose to teach the course.

Department and College: _____

Date of request: _____ Instructor: _____

Contact phone number: _____ Email address: _____

Course Title and Number: _____

Prerequisites: _____

Is this a new course? Yes ___ No ___ *If yes, then follow the appropriate procedure for requesting the addition of a new course.*

Semester and year proposed for initial course delivery: Fall _____ Spring _____ Sum _____

Method of Delivery: On-line ___ ITV ___ Videotape ___
Other _____

Proposed market for course (audience): _____

Does this course offering initiate or significantly expand distance learning activities in the college or department? No ___ Yes ___ *(example: The addition of this course provides the opportunity for a student to earn more than 25 percent of credits toward a degree program via distance education).*

Please attach additional information to this proposal if you wish to elaborate. Elaboration may include special resource needs, justification for course, summary of existing teaching materials, or marketing information.

Request Initiator: _____
Signature _____ Date _____

Approved: _____
Department Chair _____ Date _____

Approved: _____
Academic Dean _____ Date _____

Approved: _____
Vice President for Academic Affairs _____ Date _____

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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Policies and Procedures for Planning
and Conducting Distance Education
Attachment B

Sam Houston State University

Request to Establish a Distance Education Program

Instructions: Requests to establish degree-related distance education programs should be submitted following SHSU policies for Planning and Conducting Distance Education. The request, including all supporting documentation and approvals at the department and college levels, should be submitted to Academic Instructional Technology and Distance Learning at least 7 months prior to the proposed date of initiation. After this form is processed at this location, it will be forwarded to the Office of the Vice President for Academic Affairs.

Department and College: _____

Date of request: _____ Contact Name: _____

Contact phone number: _____ Email address: _____

Program Title and Level: _____

Proposed Date Of Initiation: _____

Method(s) of Delivery: On-line ITV Videotape
Other _____

Substantive Change Questions:

1. Will 25-49% of the proposed degree program be offered via distance education? Yes ___ No ___
2. Will at least 50% of the proposed degree program be offered via distance education? Yes ___ No ___
3. Is this the first time the program will be offered via distance education? Yes ___ No ___

For assistance in answering questions 4-6, please contact Academic Instructional Technology and Distance Learning.

4. Does this program constitute a substantive change as defined by SACS? Yes ___ No ___
5. If so, which substantive change policy or procedure applies? _____
6. Deadline for notifying SACS: _____

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Program Information – Please attach all documentation which addresses each of the following items.

1. Briefly describe the proposed program and include the courses to be offered in the program.
2. Describe the audience for the program and document the need to offer this program. (Include results of surveys and special studies to support the need for the program).
3. Projected enrollment for years 1 through 5?
4. Briefly describe how the proposed program supports the university mission?
5. Describe the process to plan the program
6. Describe the procedures for systematic evaluation of instructional results (include instruments used to evaluate the program and a schedule for evaluation).
7. Will there be any differences in student admission or graduation requirements?
8. Describe any special arrangements for grading, transcripts, or transfer credit policies.
9. Describe faculty participation in the selection of course content for this program.
10. How many faculty members will provide instruction? Provide a list of faculty members involved in preparing/presenting instructional materials and their qualifications. (Please refer to the SACS Commission on Colleges "Roster of Instructional Staff").
11. How will faculty be evaluated?
12. Provide the number and responsibilities of support staff.
13. Describe any contractual or other arrangements provided by other institutions or organizations.
14. Present the budget for the proposed program, including any special expenditures and indicating how financial resources will be secured. The budget should cover the expected time period for a cohort to complete the degree program.
15. How will the program be evaluated? How often will the program be evaluated?

Request Initiator: _____
Signature Date

Approved: _____
Department Chair Date

Approved: _____
Academic Dean Date

Approved: _____
Vice President for Academic Affairs Date

Appendix E

Institutional Plan for Distance Learning

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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Introduction

Sam Houston State University's *Institutional Plan for Distance Education* is composed of three sections. Section A is a current listing of all face-to-face and online distance learning degree programs. Section B is a response to the Texas Higher Education Coordinating Board's *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* via the *Guidelines for Institutional Plans for Distance Education and Off-Campus Instruction*. Finally, section C is an appendix of university policies and tools referenced in the main text.

Currently, Sam Houston State University offers several degree plans at the University Center as well as coursework electronically over the Internet; including graduate coursework in Reading, Criminal Justice, History with an emphasis in military history, and an undergraduate history major (details in section A). These will be advertised as programs upon permission granted by SACS.

Institutional Plan

1.1 The institution affirms compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*.

Sam Houston State University adheres to all of *The Principles of Good Practice for Electronically Offered Degree and Certificate Programs*.

1.2 The distance education program is consistent with the institution's educational mission.

Our distance education program is merely an extension of our regular curriculum offered on campus. As such, these offerings are consistent with Sam Houston State University's educational mission.

**SAM HOUSTON STATE UNIVERSITY
INSTITUTIONAL MISSION STATEMENT
UNIVERSITY MISSION**

Sam Houston State University is a multicultural institution whose mission is to provide excellence by continually improving quality education, scholarship, and service to its students and to appropriate regional, state, national, and international constituencies. This mission is met through SHSU's university goals, including: promoting students' intellectual, social, and leadership growth; recruiting and retaining qualified, dedicated faculty and support staff; recruiting and retaining qualified, motivated students; providing the necessary library and other facilities to support quality instruction, research, and public service; providing an educational environment that encourages systematic inquiry and research; promoting and supporting diversity and provide for equitable opportunities for minorities; offering a wide range of academic studies in preprofessional, baccalaureate, master's, and doctoral programs;

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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collaboration with other universities, institutions, and constituencies; and providing instructional research and public service through distance learning and technology.

1.3 The institution has assessed that a market exists for distance education to be delivered by the institution, particularly when delivering complete degree and certificate programs. What are the market factors that caused your institution to engage in distance learning?

Most of SHSU's distance education initiatives have been in response to market demands. SHSU's involvement in The University Center was predicated by a request from the North Harris Montgomery Community College District to provide their constituents with the opportunity to complete their degrees locally. Electronically, SHSU is developing three degrees: master's programs in criminal justice and reading, and an undergraduate major in history. The master's in reading is being developed in response to a request from the Conroe Independent School District, which is encouraging all its teachers to get their master's degree in reading. In a similar fashion, the electronic master's degree in criminal justice is being developed for correctional officers in the Texas Department of Criminal Justice. Although both programs will be open to all students who meet graduate level standards, they were developed with a set population in mind. The electronic major in history was created with two factors in mind. It is expected that with the Army opening its own electronic university, there will be a market for this undergraduate program. If this program is successful, the history department will seek to create an electronic master's program in military history. In addition to military personnel, it is assumed that there are many nontraditional students who are not able to take classes at traditional times. Therefore, it is believed that sufficient students will appreciate and benefit from the flexibility of being able to take history classes at their convenience.

1.4 The institution evaluates overall effectiveness of distance education courses and programs and the evaluation process is incorporated into overall institutional effectiveness efforts.

All courses, including classes taught at the University Center are evaluated via a student evaluation form. Students are able to evaluate their instructors and their classes electronically. Students are not allowed to view their grades early until they have completed an evaluation which includes the use of technology (see Section C, Appendix

6). In terms of course content, one preliminary study has been conducted. In a management class, the instructor compared the performances of his students taking the class electronically with the performance of students taking the class on campus in a more traditional fashion. No differences were noted between the groups. SHSU has begun the process of incorporating distance learning programs into overall institutional effectiveness efforts (see 2.2 and Section C, Appendix 5.1). These instruments are given annually at the end of Spring semester.

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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- 1.5 The institution has office(s) responsible for distance education. Describe the placement of the office(s) in the institution's organization and explain how this provides appropriate oversight of programs and faculty and student support.**
- 1.6 Identify the contact person or office at the institution where questions are answered for distance learners and for others.**

James Van Roekel, M.A., M.L.S is Director of Academic Instructional Technology and Distance Learning and is responsible for the coordination of distance learning projects at Sam Houston State University. Mr. Van Roekel reports directly to Dr. Dick Eglsaer, Associate Vice President for Academic Affairs. The Office of Academic Instructional Technology and Distance Learning will provide leadership and support to the University's initiative to enhance teaching and learning through skillful integration of technology and the learning process. The Office will be a resource for University faculty in all disciplines, providing guidance and expertise to faculty in developing a wide range of technology-enhanced instruction including video courses, simultaneous two-way television courses, Internet courses, and other distance learning approaches. The Office identifies and evaluates equipment and software for potential utilization within the University, training needs and courses for faculty to assist them in incorporating appropriate technology in their teaching, and identify and develop new markets and opportunities that may extend the University's education mission.

The Office gives technical consultation in college, departmental, and faculty projects, explaining the technology and how or why current technology will or will not work for certain applications, and making recommendations and proposals: needs assessments, planning, development, implementation, and administration of information technologies in successful planning strategies. This includes assists in the design, purchase, and utilization of classroom-based technologies; i.e., computers, audio/video recording, playback, and Internet broadcasting towards the implementation of current and emerging technologies by university faculty and staff for the classroom, whatever shape that may be (Section C, Appendix 1).

- 1.7 This institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education. If requirements differ from those of traditional students please explain.**

Distance learners are held to the same standards, as are students on campus.

- 1.7 Policies relevant to transcribing, grading, and transfer credentials are in place. Please explain if they are different from on-campus classes.**

Distance learners are held to the same standards, as are students on campus.

- 1.8 The institution has a process in place to address the needs of distance learners who fall under the American Disabilities Act. Please describe the process.**

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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It is the policy of Sam Houston State University that no otherwise qualified disabled individuals shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. SHSU's Services for Students with Disabilities under the Counseling Center arranges for personal or electronically-based academic accommodations for on-campus and distance learning students. Typical accommodations include, but are not limited to extended time for exams, volunteer student note taker, provision for sign language interpreting services, adaptive technology, electronic or taped textbooks, consultation on hardware and software for home use. When contracting with facilities off campus, ADA standards are upheld. Electronically, emphasis is placed on Bobby compliancy. In terms of information being sent from the campus, the university is compliant. In terms of consumers, it is the responsibility of the consumer to supply the appropriate technology on their end. Course content includes text, images, audio, and video. Text, by its nature, is Bobby compliant. Images on web pages have "alt" tags that appear as text under specific browser preferences; this is Bobby compliant. Audio and video content is/will be offered with text transcriptions; this is Bobby compliant. The Distance Learning page on the Sam Houston State University website offers suggestions on ADA technologies, such as browser settings, screen settings, keyboard shortcuts, software applications that convert text to speech, and screen readers. University Computer Services verifies that all webpages are Bobby Compliant. SHSU's ADA Compliance and Oversight Committee monitors university compliance with the Americans with Disabilities Act of 1990; recommends administrative and academic policies related to ADA; hears grievances; and advises the University Counseling Center which offers Personal Counseling, Academic and Career Service, Services for Students with Disabilities, and Outreach and Consultation (see Section C, Appendix 2).

1.9 SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.

The Southern Association of Colleges and Schools and the Texas Higher Education Coordinating Board (THECB) have been notified of the proposed Sam Houston State University distance learning programs (see Section C, Appendix 3).

1.10 The institution has sufficient financial resources to initiate and maintain quality distance learning programs. Please describe.

The university has recently imposed a distance fee for students at the University Center to help defray the costs of teaching off campus. The university is devoting a significant amount of money to maintain the physical plant and the quality of instruction at the University Center. Course fees at the University Center are prorated on the basis of individual students enrolled in individual courses; that is, what course fees cost depend on how many students are enrolled in the course. SHSU has obtained approval from the Coordinating Board and the Texas State University System Board of Regents to impose a distance learning fee.

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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Electronically, the university is spending money on the infrastructure for distance education. Technological support and financial rewards are being used to encourage faculty to develop Internet classes (see Section C, Appendix 4). Distance learning will become self-supportive based on the new fee of \$303.00 per 3 credit hour course.

- 1.11 There is a financial plan for maintaining the support systems needed for activities, including upgrading of activities.
- Strategic planning at the university level is stressing the need to provide technological support for distance efforts. The distance learning fees (1.10) collected will be divided by academic affairs toward faculty compensation for the development of distance courses, the academic departments offering courses toward faculty development and technologies for the support and development of course content, and the Office of Academic Instructional Technology and Distance Learning which will receive 10% to be used toward support technologies, faculty training, and consulting activities. SHSU's Office of Academic Instructional Technology and Distance Learning has also received a Texas Technology Infrastructure Fund Board Higher Education 3 (HE3) grant in the amount of \$362,636.00 and will be used to support the enhancement of web-based education by providing the necessary resources to (1) train and equip the faculty in producing multi-media learning material, (2) establish a "hands-on" course in distance learning for students preparing to teach in higher education, and (3) institute an instructional media service to support instructional media development by housing specialized equipment and technical expertise. Sam Houston State University is continuing a campus-wide initiative to offer degree programs utilizing distance learning technologies. Faculty across the campus have responded by developing course material. A cursory review of the material developed to this point, however, indicates that the vast majority is text-based with limited interactivity. The Higher Education 4 (HE4) grant continues SHSU's HE3 grant award in seeking to support for the enhancement of distance learning by providing the necessary resources to (1) support remote collaboration; (2) upgrade four campus video classrooms to H.323 standards for greater connectivity; (3) give faculty increased access to classroom-based multimedia course content creation tools to be utilized in distance learning; and (4) upgrade campus network infrastructure and storage in support of video networking over IP and increased storage for coursework and the facilitation of remote access. The grant award is in the amount of \$301,400.00. These grant funds are the seed money from which will grow the increase of shared content production, new program offerings, and the fulfillment of the goals and missions of Sam Houston State University; through self-supporting applications (Section C, Appendix 4).

Educational Programs

2.1 The institution has procedures in place for planning, development, approval and review of quality distance learning programs. Please explain the process for programs.

To the extent that not all faculty are monetarily rewarded for developing internet classes, there is some control over the types of classes being developed. In a similar fashion, the provision of technical assistance serves as a limiting means of controlling the development of internet classes. SHSU has begun a systematic plan for developing distance classes. Policies have been approved and are now in place (Section C, Appendix 5).

2.2 Procedures are in place to insure student-learning outcomes, student retention and student satisfaction are comparable between the delivery mode and the traditional on-campus format. Please explain any differences in procedures.

Again, SHSU has begun a systematic plan for developing distance procedures. These proposals have been approved and are in place (Section C, Appendix 5). Secondly, distance learning will be utilizing the same, or similar, process and instruments used in current institutional effectiveness efforts. In this way, distance learning may be more easily compared with campus-based programs (Section C, Appendix 5.1). These instruments are given annually at the end of Spring Semester.

2.3 Procedures are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.

Procedures are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education

Procedures used are, essentially, the same for on-campus and distance learning classes. This is due to the fact that the content and expectations remain the same; only the mode of delivery is changing. Individual faculty members and departments handle the content evaluation much as textbooks are evaluated. The Computer Services and Distance Learning departments evaluate the technological appropriateness of these materials; i.e., ease of access, navigability, interactivity with current systems, such as Blackboard, and the like. The university will also be surveying students by electronic means, in the same way, and at the same time as on-line faculty evaluations. Distance learning transfer credit from other universities will be treated the same as typical classroom-based courses (see Section C, Appendix 5.2).

Sam Houston State University
Prospectus for Substantive Change for Distance Learning

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Faculty

- 3.1 The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe rationale applied for making exceptions.**

SHSU is using only their regular faculty to teach distance classes. Thus the qualifications are the same.

- 3.2 The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities.**

University Computer Services offers classes to faculty in the utilization of web-based distance education class software (i.e., Blackboard and Web Course in a Box, HTML, PowerPoint, and other appropriate software for faculty teaching via the Internet). These types of packages have been widely used by faculty in on-campus and off-campus classes. The Office of Academic Instructional Technology offers smaller classes, consultation, and individual sessions to faculty towards the development of distance education programs and curriculum development. Much of this includes multi-media development; i.e., streaming video, streaming audio, digital photography. In addition, the consulting includes the conceptualization, organization, utilization, navigation, and presentation of online curricula. While the course content is judged by the academic departments and colleges, the use of technology is evaluated by the Director of Academic Instructional Technology and Distance Learning prior to the course being offered online and prior to faculty compensation for development (See Section C, Appendix 1).

- 3.3 Procedures are in place for appropriate evaluation of faculty involved in the distance education program. Please describe and attach instruments.**

Selection of faculty is based on the faculty member's interest and market demand. Faculty teaching distance learning classes are evaluated in the same way as faculty for an on-campus course. Section C, Appendix 6 offers a list of competencies that are utilized in faculty evaluation beyond the scope of content evaluated by students and departments. Process measures will include documentation routine project activity, such as faculty participation in workshops, workshop evaluations, number and date of instructional media submissions by faculty, requests for equipment, relinquishment of equipment, student enrollment in the distance education course, number of approved media productions resulting from class projects, student evaluation of teaching in the distance education class, and the like. We have begun tracking the costs of conducting distance learning, which includes; personnel time, costs of operation (supplies, blank media, etc.), and equipment repairs. Benefits will include the volume of instructional media made accessible to students. Measures of volume will be multidimensional, consisting of run length, file size in bytes, and estimated student activity time. Accessibility will be defined first, as meeting ADA compliance, and from there as the minimal configuration that will

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give distant students functional access. The slower and less state-of-the-art the required student computer configuration is, the higher the rating for accessibility.

The impact assessment will report the number of students served by distance learning instructional materials (tracking can be implemented on the instructional web server) and student evaluation of course material. Faculty reports of their experiences will also be compiled along with the total volume of instructional material produced through this project. Perhaps the most important and complex impact measure will be developed to assess the appropriateness of instructional media for its intended student audience.

We expect to observe the following:

1. Increased faculty participation in distance education course development.
2. Increased the volume of instructional material available to students.
3. Increased demand for large-scale media production in support of class content development.
4. Improved fit of the instructional media to student learning styles and strengths
5. Improved student evaluation of teaching.
6. Increased demand among students for more instructional media.

These observations would affirm that the distance learning programs have achieved the objectives of expanding and enhancing the quality of instructional materials and would also affirm student satisfaction with the educational experience the media provides.

3.4 A policy exists that addresses faculty-teaching load for those involved in distance education. Please attach the policy and explain rationale.

A policy exists that addresses faculty teaching load and compensation in the development and teaching of distance education courses. This policy is currently being revised to offer more fair agreements. This includes options for faculty and university administration by joint agreement (see Section C, Appendix 7). The new policy will be approved Wednesday, October 2, 2002.

3.5 A process exists for evaluating the credentials of faculty employed by other institutions that are teaching courses for which your institution is awarding credit.

At this time, we do not include classes from other institutions unless the coursework is officially on the student's transcript. With the exception of adjunct faculty, SHSU does not employ faculty from other institutions to teach classes. All adjunct faculty are held accountable to our standards for faculty.

3.6 The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable). Summarize policies that address issues raised by distance education.

The System has a policy regulating intellectual properties and is currently updating the policy. We anticipate a situation where the faculty member and the university jointly own the materials. Faculty will be allowed to teach a distance class as part of their normal load or will be compensated if not. The department chairs will make the decision concerning faculty loads (see Section C, Appendix 7).

Student Support Services

- 4.1 The institution provides distance learners access to appropriate student services, such as admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line. Please describe the support services to distance education students.**

All students have access to services on campus. Most offices on campus allow students to access their offices via email. For some services like the counseling center, however, students must be on campus to take advantage of the service. This includes on-campus students, face-to-face off-campus students, and other distance learning students. Telephone numbers, fax numbers, and email addresses are readily available from Sam Houston State University's website. Sam Houston State University also offers access to an 800-number for toll-free access to student services.

In particular, admissions has a website where students can receive information on requirements, university information, and online and paper-based applications. The registrars office has a website that lists links to forms specific to the office. From the page, students have access to grades and may register for classes online. All appropriate student services have email and numbers listed on the office's respective websites. Most offices offer online access to frequently used forms. All students, faculty, and staff have access to the University Computer Services Helpdesk that offers support in computer dial-in, Blackboard, software, and hardware issues.

- 4.2 Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide on-line address and describe.**

Students may access library services at the following address:
http://www.shsu.edu/~lib_www.

Sam Houston State University's Newton Gresham Library offers access to many on-line databases and library catalogs, including local holdings of over 9,000 full text journals and links to other libraries. Students statewide have in-person access to many Texas libraries after requesting a TexShare Card from the library of the university they are attending. The Newton Gresham Library also supports the programs held at The

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University Center in Montgomery County. Appendix 6 presents a list of electronic databases (web and CD-ROM based) currently subscribed to by the library in support of local and distance learning programs, many of which offer full-text access to articles in 9,000 serials and over 9,000 of the most frequently used e-books.

The Newton Gresham Library also offers services for the use of print materials. These services include photocopying, Inter-library Loan, charging and mailing books to students, and electronic reserves. As distance learning becomes more prevalent, the Newton Gresham Library will extend reference service and bibliographic instruction and materials to students enrolled in off-campus curriculum (Section C, Appendix 8).

Distance Education Facilities & Support Services

5.1 The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe.

The campus network backbone is gigabit Ethernet. The gigabit is being extended this year to all classroom buildings. All academic and administrative buildings are currently connected by at least 100Mbit Ethernet. We have a multimedia hub located in our telecommunications center that interconnects our multimedia-equipped classrooms with circuits to The University Center and to Region VI Service Center. These circuits are capable of handling traditional interactive TV up to 1 T1 speed. The Wide Area Connection to the Internet consists of 4 multiplexed T1s. This is scheduled to be upgraded to at least 8 T1s by the end of the calendar year. All faculty are provided with a network connected workstation that is renewed every three years, and many faculty have also been provided laptops and digital media content creation tools. SHSU has seven ITV classrooms on campus and is also a member of the NETNET Consortium that has been funded by the Texas State Legislature in providing a networked H.323 ITV classroom and connections to NETNET.

5.2 Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe.

No distance education classes are scheduled unless prior arrangements have been made to secure necessary facilities.

**Appendix F
Program Requirements**

The Master of Arts in History with an Emphasis on Military History

HIS 563: SEMINAR IN MILITARY HISTORY. Selected topics in military history.

HIS 571 COLONIAL AND REVOLUTIONARY AMERICA. This is essentially a readings-oriented course. Broad themes from the colonial-revolutionary period will be singled out. Readings will be assigned to familiarize students with the general themes. More specific readings will be assigned and individual reports will be discussed at length in class.

HIS 573 HISTORY OF THE ANTEBELLUM SOUTH, THE CIVIL WAR, AND RECONSTRUCTION. Studies intended to cover selected topics in the political, economic, business, and social institutions of the Southern states from the Colonial Period through the Reconstruction Era.

HIS 576 CONTEMPORARY AMERICA, 1933-PRESENT. This course will offer a careful survey of United States history since 1933, including such topics as the Great Depression, the New Deal, World War II, the Cold War, the Vietnam War, the civil rights movement, and America in the 1970s and 1980s.

HIS 583 UNITED STATES DIPLOMATIC HISTORY. Studies tracing the development of United States foreign policy from 1775 to the present; diplomacy of the Revolutionary Era; the Early Republic; Manifest Destiny; the Civil War Era; Imperialism and Expansion; the Great Crusade and after; World War II; and the Cold War. The emphasis is on the forces which have influenced diplomacy and on the changing interpretations of United States foreign policy.

HIS 589 GREAT BRITAIN AND THE BRITISH EMPIRE. The topics for this course will vary from semester to semester among various chronological periods and will deal specifically with British religious, political, social, cultural, economic and imperial history.

HIS 593 EUROPEAN DIPLOMATIC HISTORY. Studies covering selected topics in the history of European international politics from the 18th through the 20th century. Alternate emphasis will be placed on Eastern and Western Europe as well as on different eras of diplomacy, at the discretion of the instructor. (CID6980)

HIS 594: EARLY MODERN EUROPE. A study of selected topics in Early Modern Europe.

HIS 595: LATER MODERN EUROPE. A study of selected topics in Later Modern European history.

HIS 694 SEMINAR IN HISTORY. Research seminar in selected topics.

HIS 698 HISTORICAL METHODOLOGY AND BIBLIOGRAPHY. A concentrated approach to historical research emphasizing bibliographic techniques, critical evaluation of historical documents, historiographical interpretations, narrative analyses and organization, and writing skills. Required on all degree plans.

HIS 699 THESIS.

Master of Education in Reading

RDG 530 FOUNDATIONS OF LITERACY. This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

RDG 532 PRACTICUM IN LITERACY ASSESSMENT AND INSTRUCTIONAL STRATEGIES I. This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.

RDG 561 LANGUAGE ARTS: THEORY AND INSTRUCTION. This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.

RDG 587 WORKSHOP IN READING. This course will provide the opportunity for relevant and timely workshops and independent research and study.

RDG 588 Practicum in Literacy Assessment and Instructional Strategies I. This course offers an in-depth study of the assessment of children with difficulties in literacy learning. Classroom teachers will use various formal and informal individual assessment procedures and instruments. The results of these assessments will direct instruction strategies and methodology. Students will develop individual case studies. Prerequisites: RDG 530 and RDG 532

RDG 589 IMPROVEMENT OF LITERACY IN SECONDARY SCHOOLS AND ADULT POPULATIONS. This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies through content areas.

RDG 590 LITERATURE AND INSTRUCTIONAL MATERIALS IN READING

PROGRAMS. This course prepares specialized reading professionals must be able to teach classic and contemporary children's and young adult's literature and easy reading fiction and nonfiction at all levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.

RDG 598 COGNITION AND EMERGENT LITERACY. This course will provide an opportunity to examine language, cognition, and pre-reading skills of young children. It will enable the student to understand, develop, and evaluate language and reading programs for young children.

RDG 638 ADVANCED STUDY IN LANGUAGE AND LITERACY. This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students.

RDG 675 THE ADMINISTRATION AND SUPERVISION OF LITERACY PROGRAMS. This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grade K through 12 at classroom, building and district levels.

RDG 688 THE POLITICS OF LITERACY. This course will examine the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Students will develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.

BSL 571 SOCIAL, CULTURAL, AND LANGUAGE INFLUENCE ON LEARNING.

This course helps describe languages, differences between languages, predictions of difficulties faced by a language learner, and helps teachers develop strategies to deal with the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

The Master of Science in Criminal Justice

CJ 530 CRITICAL ANALYSIS OF JUSTICE ADMINISTRATION. An analysis of the criminal justice system in the United States; role of justice agencies as part of societal response to crime; the knowledge base of criminal justice; issues, problems, trends.

CJ 532 PERSPECTIVES IN CRIMINOLOGY. Survey of the field of criminology emphasizing perspectives regarding the making of law, breaking of law and societal reactions to the breaking of law.

CJ 572 COMMUNITY BASED CORRECTIONS. Techniques and procedures utilized in the supervision of adult and juvenile probationers and parolees, and other residents of community-based corrections facilities. Preparation of social history, pre-hearing, and pre-sentence investigation reports. Emphasis on practical problems confronting the probation and parole and other community-based corrections officer.

CJ 632 HUMAN RESOURCE DEVELOPMENT IN THE ORGANIZATIONAL CONTEXT. Critical issues and strategic questions regarding managing human resources in criminal justice agencies. Policy areas discussed are: (1) employee influence; (2) human resource flow; (3) reward systems; and (4) work systems. Human resource management as a coherent, proactive management model.

CJ 633 SEMINAR IN ORGANIZATION AND ADMINISTRATION. The study of bureaucracy and complex organizations with strong emphasis on the concepts and practices of the organization and management of public agencies in the United States. Special consideration is given to the various philosophies, typologies, and models of administrative systems in criminal justice.

CJ 634 BASIC RESEARCH METHODS AND PLANNING RESOURCES. Methods and techniques of research and research design; conducting and assessing research in the criminal justice agency management environment; translation of research findings to policy; informational resources readily available to the agency manager. Designed to prepare students to gather decision-relevant information.

CJ 635 SEMINAR IN LEADERSHIP AND MANAGEMENT. Problems and alternative solutions in criminal justice management. The case study method and current readings provide an admixture of practical and educational experiences intended to foster and disseminate new ideas for management strategies, especially as this is impacted by leadership styles, human resources, and the environment.

CJ 636 COMPUTER APPLICATIONS FOR CRIMINAL JUSTICE MANAGEMENT. Techniques of data processing with emphasis upon utilization and application to criminal justice information management

CJ 637 DIRECTED MANAGEMENT AND DEVELOPMENT PROJECTS. This course is designed to provide the student with an opportunity to demonstrate under faculty supervision the ability to engage in a problem solving management project as a demonstration of skill in administration techniques.

CJ 665 COMMUNITY THEORY AND THE ADMINISTRATION OF JUSTICE. This course examines the nature of criminal justice organizations as components of the political, social and economic inter-organizational networks that comprise communities. Topics such as the intersection of criminal justice, mental health, juvenile justice and educational systems are examined. The impact of criminal victimization and attributes of communities that foster crime are examined in detail. The processes that motivate and implement change in community based organizations are also addressed.

CJ 692 PROGRAM EVALUATION FOR CRIMINAL JUSTICE MANAGEMENT. Principles and techniques of program evaluation including models and case studies.

CJ 693 SPECIAL READINGS IN CRIMINAL JUSTICE. Designed to give the graduate student academic flexibility. May be repeated for credit. Prerequisites: consent of the Assistant Dean for Graduate Programs of the College and of the instructor directing the readings.

CJ 696 LEGAL ASPECTS OF CRIMINAL JUSTICE MANAGEMENT. An overview of the legal issues commonly facing managers in criminal justice agencies. Particular emphasis is placed on public employment law including the hiring, promoting, disciplining and discharging of employees, fair employment practices, and agency and administrator civil liability. Both state and federal statutory and case law are examined.

Appendix G
Program Approval

**A PROPOSAL FOR AN ON-LINE MASTER OF ARTS PROGRAM
WITH A FOCUS IN MILITARY HISTORY**

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Proposal

Sam Houston State University proposes the development of an on-line, Master of Arts degree in Military History. The university currently allows graduate students in the Master of Arts program to use Military History as one of their three required focus areas, (along with Early US History, Later US History, European History, and World History).

The Faculty

Sam Houston State University, because of its distinguished faculty, is in a unique position—regionally, nationally, and internationally—to offer a high-quality Master of Arts degree with specialization in military history. In fact, the department justifiably claims to have one of the strongest military history faculties in the United States. Listed below are the tenured and tenure-track faculty members participating in the military history program, with their major published books.

Robert Bruce (Ph.D., Kansas State University).

Abraham Lincoln's Changing Views on Slavery (New York: Brandywine Press, 2001).

A Fraternity of Arms: America's Military Relationship with France During the First World War (Lawrence: University Press of Kansas, 2002).

France in the Great War, 1914-1918: An Encyclopedia (Westport, CT: Greenwood Publishing Group, in press).

Ty Cashion (Ph.D., Texas Christian University).

A Texas Frontier: The Clear Fork Country and Fort Griffin, 1849-1887.
(Norman: University of Oklahoma Press, 1996).

Kenneth Hendrickson (Ph.D., University of Iowa).

Making Saints: Religion and the Popularizing of the British Army at Home 1809-1885 (Fairleigh Dickinson University Press, 1997).

James S. Olson (Ph.D., State University of New York, Stony Brook)

Where the Domino Fell: The United States and Vietnam, 1945-2000
(New York: St. Martin's Press, 1991; rev. ed. and paperback, Brandywine Press, 1999).

My Lai: A History and Documents (Boston: Bedford Books, 1998).

The Vietnam War: A Handbook of Research (Westport, CT: Greenwood Press, 1995).

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A Historical Dictionary of the Vietnam War (Westport, CT: Greenwood Press, 1988). Winner of the Outstanding Academic Book Award of the American Association of College and Research Libraries.

John Wayne American (New York: The Free Press, 1995). Winner of the 1996 National Book Award of the American Popular Culture Association.

A Line in the Sand: The Alamo in Blood and Memory (New York: The Free Press, 2001). Winner of the 2001 Parmelee Award for Excellence in Research by the Texas Historical Foundation.

Nicholas C. J. Pappas (Ph.D. Stanford University).

Greeks in the Russian Army (Athens: Institute for Balkan Studies, 1992).

The Peoples of Central Asia: A Handbook (Westport, CT: Greenwood Publishing Group, 2002).

Joseph M. Rowe, Jr. (Ph.D., Texas A&M University).

Professor Rowe, a former professional historian for the U.S. Air Force, and is an expert on air power.

Demand

During the last five years, undergraduate and graduate military history courses have been, by far, the most popular courses in the department. The average non-military, undergraduate, upper-level history course averages seventeen students, but in spring 2001, for example, the World War II course enrolled 112 students. In the fall 2001 semester, the Vietnam War course enrolled 73 students. Because of this, and because Sam Houston State University has one of the most successful ROTC programs in the country, the department now allows history majors to use Military History (along with Early US, Later US, European, and World History) as one of their three required focus areas. The department has experienced a 25 percent increase in the number of history majors and nearly a doubling in graduate enrollment). The events of September 11, 2001, have increased public interest in military and foreign policy issues, and these trends are expected to continue.

The idea of an on-line military history MA was born in the spring 1999 semester. An active duty army major took a regular graduate course. He expressed interest in the graduate program because a master's degree would greatly assist him in his quest for promotion to lieutenant colonel. He completed nine more hours during the next summer and fall semesters, but he was then transferred to Fort Campbell, Kentucky. He later called in some frustration because only six of those graduate credits would transfer to the program at a local university. In essence, he would practically have to start over, with no assurance that another transfer would not again disrupt his quest for a graduate degree. He plaintively suggested that some

on-line courses would be helpful for other active-duty military officers. He also mentioned that an on-line program in Military History would be a perfect fit since it would coincide with the career and personal interests of many officers.

Program Development

In January 2000, the Department of History formed a Committee on Military History to explore the possibilities of an on-line graduate program. The committee consisted of Drs. Olson, Hendrickson, and Pappas. In March 2000, the committee decided to conduct an informal survey. A flyer was prepared describing a potential program and inquiring if there would be any interest in an on-line master's degree in military history. The committee asked the education directors at Fort Benning (Georgia), Fort Bragg (North Carolina), and Fort Hood (Texas) to display the flyers in locations where officers and non-commissioned officers would have access. Dr. James S. Olson, Distinguished Professor and Chair of the Department of History, received dozens of highly positive inquiries. In November 2000, Dr. Olson traveled to Fort Hood and discussed the ideas with a number of career military officers, all of whom admitted that a master's degree was often a great aid in promotion in rank and that an on-line program in military history could generate considerable interest, especially among active-duty personnel subject to frequent transfers. They also mentioned that another pool of potential students would be retired military officers.

In December 2000, the committee proposed to Dr. David Payne, Vice-President of Academic Affairs, that an on-line Master of Arts Degree in Military History be developed. Dr. Payne provided seed money for the development of two prototype courses—one on Ancient and Medieval Warfare and another on the Vietnam War. Members of the Committee on Military History developed those courses in the summer and fall of 2001.

Suggested Degree Requirements

The degree requirements would be exactly the same as those in the resident graduate program. There would be two options. A student wishing to write a master's thesis would receive six hours of semester course credit upon its completion. In addition, the student would complete eight other graduate history courses, each worth three semester credit hours, for a total of thirty semester credit hours. A student could also pursue a non-thesis option, which would require completion of twelve, three-hour courses, for a total of thirty-six semester credit hours. In addition, each student pursuing either M.A. option would have to pass written and oral examinations. The written examinations could be conducted in any secure location around the world, and the oral examinations could be completed by conference call.

Suggested Courses

- The Art and Theory of War
- The American Civil War
- Ancient and Medieval Warfare
- The Vietnam War

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World War I
World War II
The Cold War
U. S. Military History
The Plains Indian Wars
British Colonial Wars
U.S. Diplomatic History
Research and Methodology
War and the Sacred Religious Texts of the World
Modern European Diplomatic History
Independent Study (each student will have the opportunity of pursuing in-depth a topic her/his choice.

Appendix H

Distance Learning Committee

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Distance Learning Committee

<u>Name</u>	<u>Title</u>
Dr. Richard Eglsaer	Associate Vice President for Academic Affairs
Dr. Robert Dunning	Registrar
Mr. Frank Parker	Associate Vice President for Student Services/Dean of Student Life
Mr. Troy Courville	Director for Institutional Research
Ms. Jackie Gilliam	Associate Vice President for Finance and Operations
Mr. James Van Roekel	Director for Academic Instructional Technology and Distance Learning
Ms. Sandra Chapman	Academic Instructional Technology and Distance Learning
Dr. James Olson	Chair, Department of History
Dr. Randall Garner	Associate Dean, College of Criminal Justice
Dr. Mary Robbins	Chair, Language, Literacy and Special Populations
Dr. Mary Plishker	Associate Dean, College of Arts and Sciences
Ms. Ann Holder	Acting Director, Newton Gresham Library
Mr. James Stevens	Associate Vice President for Information Resources

**Appendix I
Course Loads and Online Faculty Roster**

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Online Faculty Course Loads Fall 2002

Faculty by College &/or Department	Course List (Fall 2002)	Enrollment by Course
College of Arts & Sciences - Department of History		
Bruce, Robert	HIS 163: US History to 1867 (UG)	39
	HIS 163: US History to 1867 (UG)	43
	HIS 163: US History to 1867 (UG)	40
	HIS 386: The Military and War in America (UG)	50
	<i>HIS 563: Seminar in Military History (G: Online)</i>	12
Bruce, Susannah	HIS 163: US History to 1867 (UG)	293
	HIS 163: US History to 1867 (UG)	287
	HIS 377: American in Mid-Passage, 1783-1877 (UG)	0
	<i>HIS 573: History of the Antebellum South, The Civil War and Reconstruction (G: Online)</i>	6
Hendrickson III, Kenneth E	HIS 163: US History to 1867 (UG)	40
	HIS 163: US History to 1867: (UG)	12
	HIS 163: US History to 1867 (UG)	11
	<i>HIS 589: Great Britain and the British Empire (G: Online)</i>	6
Olson, James	HIS 163: US History to 1867 (UG)	56
	<i>HIS 576: Contemporary America, 1933-Present (G: Online)</i>	10
	HIS 597: Independent Study (G)	11
	HIS 698: Historical Methodology and Bibliography (G: Online)	2
	HIS 699: Thesis (G)	3
Pappas, Nicholas	HIS 265: World History from the Dawn of Civilization Through the Middle Ages (UG)	40
	HIS 265: World History from the Dawn of Civilization Through the Middle Ages (UG)	44
	HIS 265: World History from the Dawn of Civilization Through the Middle Ages (UG)	42
	HIS 369: The World in the Twentieth Century (UG)	53
	<i>HIS 593: European Diplomatic History (G: Online)</i>	4
	<i>HIS 594: Early Modern Europe (G: Online)</i>	6
	<i>HIS 595: Later Modern Europe (G: Online)</i>	1
College of Arts & Sciences - Department of Chemistry		
Chasteen, Thomas	CHM 138: General Chemistry I (UG)	25
	<i>CHM 138: General Chemistry I (UG: Online)</i>	2
	CHM 218: Organic Chemistry I. LAB (UG)	16
	CHM 241: Quantitative Analysis (UG)	26
	CHM 440: Instrumental Analytical Chemistry (UG)	32
	CHM 440W: Instrumental Analytical Chemistry LAB (UG)	15
College of Education and Applied Science - Department of Language, Literacy & Special Populations		
Lowery-Moore, Hollis	<i>RDG 675: The Administration and Supervision of Literacy Programs (G: Online)</i>	11
McCauley, Joyce	<i>BSL 571: Social and Cultural Influences on Learning (G: Online)</i>	12 28
	RDG 235: Literacy Processes of Culturally and Linguistically Diverse Populations (UG)	19

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Faculty by College &/or Department	Course List (Fall 2002)	Enrollment by Course
	RDG 370: The Teaching of Reading (UG) RDG 390: The Teaching of Language Arts (UG)	19
Price, Debra	RDG 370: The Teaching of Reading (UG) RDG 390: The Teaching of Language Arts (UG) RDG 475: Individual Problems in Reading (UG) <i>RDG 530: Foundations of Literacy (G: Online)</i>	21 21 1 14
College of Criminal Justice		
Cuvelier, Steven J.	<i>CJ 478: Organized Crime (UG: Online)</i> <i>CJ 634: Basic Research Methods and Planning Resources (G: Online)</i> CJ 793: Computer Based Data Analysis (G)	21 5 14
Garner, Randall L.	CJ 592: Perspectives in Criminology (G) <i>CJ 635: Seminar in Leadership and Management (G: Online)</i> CJ 698: Thesis Practicum (G) CJ 699: Thesis (G) CJ 770: Specialized Readings (G) CJ 773: Research Practicum (G) CJ 896: Dissertation (G) CJ 897: Dissertation (G) CJ 898: Dissertation (G) CJ 899: Dissertation (G)	19 8 11 18 4 1 9 12 12 9
Longmire, Dennis	<i>CJ 465: Professionalism and Ethics in Criminal Justice (UG: Online)</i> <i>CJ 530: Critical Analysis of Justice Administration (G: Online)</i> CJ 530: Critical Analysis of Justice Administration (G)	19 10 20
Myers, Laura	CJ 532: Perspectives in Criminology (G) <i>CJ 532: Perspectives in Criminology (G: Online)</i>	18 14
UG = Undergraduate Course, G = Graduate Course		

ROSTER OF INSTRUCTIONAL STAFF
Full-time and Part-time Faculty

Name of Institution: Sam Houston State University Site Location: Main Campus
 Name of Academic Department/School: Department of History, College of Arts & Sciences
 Academic Term(s): Fall 2002 Date Form Completed: 23 September 2002

1	2	3	4	5
Name	Most Advanced Degree and Discipline	Other Degrees and Academic Credit	Courses Taught	Other Qualifications or Experience
Robert B. Bruce	Ph.D. – History Kansas State University	M.A., History University of Nebraska B.A., General Studies University of Nebraska	HIS 163: US History to 1876 HIS 386: Military & War in America HIS 563: Seminar in Military History	
Bruce, Susannah	Ph.D.	M.A., History Kansas State University B.A., History & Political Science University of Vermont	HIS 163: US History to 1876 HIS 377: America in Mid-Passage, 1783 – 1877 HIS 573: History of the Antebellum South, The Civil War and Reconstruction	
Ty Cashion	Ph.D. , History Texas Christian University	M.A., History University of Texas-Arlington B.A. , Economics Austin College	HIS 163: US History to 1876 HIS 398: Texas and the Southwest HIS 584: Texas History	

Joan L. Coffey	Ph.D. , Modern European History University of Colorado	M.A. , Modern European History University of Colorado B.A. , History Barat College of DePaul University	HIS 475: Modern France, from the Revolution to Present HIS 480: France and Southern Europe Since 1815 HIS 597: Independent Study	
Kenneth E. Hendrickson, III	Ph.D. , History University of Iowa	M.A. ,History Texas A&M University B.A. , History Texas A&M University	HIS 163: US History to 1876 HIS 589: Great Britain and the British Empire	
James S. Olson (Full-time Departmental Chair)	Ph.D. , History State University of New York	M.A. ,History State University of New York B.A. , History Brigham Young University	HIS 163: United States History to 1876 HIS 576: Contemporary America, 1933-present HIS 597: Special Topics HIS 698 Historical Methodology and Bibliography HIS 699 Thesis	
Nicholas C. J. Pappas	Ph.D. , History Stanford University	A.M. , History Stanford University A.B. , History Stanford University	HIS 265: World History from the Dawn of Civilization through the Middle Ages HIS 369: Twentieth Century World HIS 593: Studies in European Diplomatic History HIS 594: Seminar in	

Joseph M. Rowe, Jr.	Ph.D. , Diplomatic History Texas A&M University	A.B.D. , Early National Period, US History University of Michigan	Early Modern Europe HIS 595: Later Modern Europe HIS 163: US History to 1876	

ROSTER OF INSTRUCTIONAL STAFF
Full-time and Part-time Faculty

Name of Institution: Sam Houston State University **Site Location:** Main campus
Name of Academic Department/School: Department of Language, Literacy & Special Populations, College of Education and Applied Science
Academic Term(s): Fall 2002 **Date Form Completed:** 19 September 2002

1 Name	2 Most Advanced Degree and Discipline	3 Other Degrees and Academic Credit	4 Courses Taught	5 Other Qualifications or Experience
Leonard Breen Associate Professor, LLSP	Ed.D., Elementary Ed/Reading University of Oregon	M.Ed., Elementary Education University of Oregon B.S., Elementary Education Oregon College of Education	RDG 392: Content Area Reading and Writing RDG 431: Literacy Assessment and Instruction	
Betty Higgins Assistant Professor, LLSP	Ph.D., Curriculum and Instruction Texas A&M University	Certification: Reading Specialist, Texas A&M University M.Ed., Elementary Education East Texas State University B.S., Education Carson-Newman College	RDG 392: Content Area Reading and Writing RDG 431: Literacy Assessment and Instruction RDG 471: Reading in the Middle Grades	
Hollis Lowery-Moore Associate Dean, Professor, LLSP	Ed.D., Curriculum and Instruction/Reading, Literature and Language	M.Ed., Curriculum and Instruction University of Houston B.S.,	RDG 675: The Administration and Supervision of Literacy Programs	

<p>Joyce K. McCauley Associate Professor, LLSP, Coordinator of On-line Masters Program</p>	<p>University of Houston Ph.D., Reading/ESL Texas Woman's University</p>	<p>English/Secondary Education Longwood College M.A., Education/Reading University of Guam B.A., Elementary Education University of South Florida</p>	<p>RDG 235: Literacy Processes of Culturally and Linguistically Diverse Populations RDG 370: The Teaching of Reading RDG 390: The Teaching of Language Arts BSL 571: Social, Cultural, and Language Influence on Learning</p>	
<p>Debra P. Price Associate Professor, LLSP, Coordinator of On-site Masters Program in Reading</p>	<p>Ph.D., Curriculum and Instruction/language and literacy studies University of Texas</p>	<p>Endorsement Certification in Special Education-Learning Disabilities M.Ed., Special Education Louisiana State University B.S., Elementary Education University of Colorado</p>	<p>RDG 370: The Teaching of Reading RDG 390: The Teaching of Language Arts RDG 475: Individual Problems in Reading RDG 530: Foundations of Literacy</p>	
<p>Mary Robbins Acting Chair, Professor, LLSP</p>	<p>Ed.D., Reading: research and statistics Texas Woman's University</p>	<p>M.Ed., Reading Mississippi State University B.S., English Education Georgia College</p>	<p>RDG 587: Workshop in Reading RDG 638: Advanced Study in Language and Literacy</p>	

<p>Susan T. Wegmann Assistant Professor, LLSP</p>	<p>Ph.D., University of Florida</p>	<p>M.A. Curriculum and Instruction University of Mississippi B.A. Elementary Education University of Florida</p>	<p>RDG 235: Literacy Processes of Culturally and Linguistically Diverse Populations RDG 285: Content Area Literacy RDG 370: The Teaching of Reading RDG 390: The Teaching of Language Arts</p>	
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ROSTER OF INSTRUCTIONAL STAFF
Full-time and Part-time Faculty

Name of Institution: Sam Houston State University **Site Location:** Main Campus
Name of Academic Department/School: College of Criminal Justice
Academic Term(s): Spring, Summer, Fall 2002 **Date Form Completed:** 26 September 2002

1 Name	2 Most Advanced Degree and Discipline	3 Other Degrees and Academic Credit	4 Courses Taught	5 Other Qualifications or Experience
Steven J. Cuvelier Associate Professor	Ph.D., Sociology Ohio State University	M.A., Sociology University of Northern Iowa B.S., Psychology Iowa State University	CJ 478 - Introduction to Methods of Research CJ 634 - Basic Research Methods and Planning Resources CJ 793 - Computer-Based Data Analysis	
Randall L. Garner Associate Dean of Faculty, Associate Professor	Ph.D., Psychology University of Houston	M.A. and B.A. Psychology University of Houston-Clear Lake	CJ 592: Perspectives in Criminology CJ 635: Seminar in Leadership and Management CJ 698 -- Thesis Practicum CJ 699 - Thesis CJ 770 -- Special Readings CJ 773 -- Research Internship CJ 896 - Dissertation CJ 897 - Dissertation II CJ 898 - Dissertation III CJ 899 - Dissertation IV	
Dennis R. Longmire Professor	Ph.D., Criminology Institute of Criminal Justice and Criminology	M.A., Criminology Institute of Criminal Justice and Criminology	CJ 465 -- Professionalism & Ethics in CJ	

	University of Maryland	University of Maryland B.S., Sociology and Psychology Towson State University	CJ 530 – Critical Analysis of Justice Administration	
Holly Miller Assistant Professor	Ph.D., Clinical Psychology Florida State University	M.A., Clinical Psychology Morehead State University B.A., Psychology Bethel College	CJ 364: Special Offenders and Special Needs CJ 436 – Understanding Human Behavior	
Laura B. Meyers Associate Professor	Ph.D., Criminology Florida State University	M.S., Criminology Florida State University B.A., Sociology Clemson University	CJ 532 – Perspectives in Criminology	