The Faculty Senate

The Faculty Senate will meet on Friday, October 13, 2017, at 2:10pm
in the State Room (1957 E Street NW).

AGENDA

1. Call to order

2. Approval of the minutes of the meeting held on September 8, 2017

3. REPORT: Joint Task Force on Online & Off-Campus Programs (Professor Kurt Darr)
   - Joint Task Force final report attached

4. REPORT: Space Development & Allocations (Deputy Provost Terry Murphy)

5. Introduction of Resolutions

6. GENERAL BUSINESS
   a) Nominations for election of new members to Senate standing committees
      a. Educational Policy: ex officio nominations:
         i. Terry Hufford (Emeritus)
         ii. Ex Officio: Senior Associate Dean for Innovative Teaching and Learning & Chief Technology Officer (PB Garrett)
   b) Reports of Standing Committees
   c) Report of the Executive Committee: Professor Sylvia Marotta-Walters, Chair
   d) Provost's Remarks
   e) Chair's Remarks

9. Brief Statements and Questions

10. Adjournment

Elizabeth A. Amundson
Secretary

March 13, 2017

To: Charles Garris, Chair
Executive Committee
Faculty Senate

From: Kurt Darr, Chair
Joint Task Force of the Faculty Senate Committees on
Professional Ethics and Academic Freedom and Academic Policy to
Investigate Online, Hybrid, and Off-campus Degree Programs at GWU

Re: Report of the Joint Task Force

By exchange of email April 15, 2016, Professor Charles Garris communicated the decision of the Faculty Senate Executive Committee to establish a joint task force composed primarily of members of the Committees on Professional Ethics and Academic Freedom (PEAF) and Educational Policy (EP) to investigate online and off-campus degree programs at GWU.

After reciting relevant *Faculty Code* provisions regarding faculty involvement in decisions about adding, revising, or eliminating curricular offerings, the Executive Committee charged the joint task force as follows:

> The Executive Committee requests that the Joint Task Force explore current practice in various schools for the approval of new programs or the revision of programs and to make recommendations as to best practices. The outcome of the task might be a report suggesting proper processes for the review of programs by the faculty of the respective schools. You might also review best practices at other institutions. . . .

The context for this charge from the Faculty Senate Executive Committee is the large number of GWU degree programs offered online, partially online (hybrid), and off-campus. The importance of the joint task force's work is highlighted by a lawsuit filed against GWU by students dissatisfied with an online Master's degree in security and safety leadership offered by the College of Professional Studies. The lawsuit may be a "one-off," or it may be emblematic of problems with our online degree programs. (Google "Brice Bradford and GWU" for a description of the class action suit against GWU. An interview with Mr. Bradford is part of an NBC News report.)

The work of the joint task force was amplified as follows:

1. Prepare an inventory of online, hybrid (partially online), and off-campus (undergraduate and graduate) degree-granting programs
2. Review approval processes—with special attention to faculty involvement
3. Identify degree program monitoring—with special attention to faculty involvement
4. Identify outside accreditation review of degree programs; determine accreditation status/issues

5. Identify programs that use outside vendors for learning management systems (LMS)
6. Describe best practices as found in market basket universities
7. Suggest model practices for degree program approval and monitoring
8. Recommend change(s) to the *Faculty Code,* as appropriate

The following faculty served on the joint task force:

Kurt Darr, Chair – GWSPH
* Johan van Dorp – SEAS #
* Zhiyong Han – SMHS
* Mayri Leslie – SoN
* Murray Loew – SEAS
* Kathleen Malliarakis – SoN
* Karen McDonnell – GWSPH #
* Lilien Robinson – CCAS

Members of the University's administrative staff attended meetings and provided important assistance to the joint task force:

Cheryl Beil – Associate Provost for Academic Planning and Assessment
Geneva Henry – Dean, Libraries & Academic Innovation
* Candice Johnson – GWSPH – Director of Operations, Online Programs

Elizabeth Carlson, Faculty Senate Operations Coordinator, provided logistical support to the joint task force.

The work of investigating online, hybrid, and off-campus degree programs was divided among members of the joint task force. Those who investigated online and off-campus programs are identified with an asterisk (*).

The joint task force met as needed; most work was done by email. Members investigated the programs assigned independently and reported results for inclusion in this report.

SUMMARY OF FINDINGS

ALL ONLINE AND OFF-CAMPUS DEGREE PROGRAMS

1. There is no University-wide master list of online,[1] hybrid, or off-campus degree programs.
2. There are no University-wide, standard guidelines for establishing and monitoring online, hybrid, or off-campus degree programs. However:
   a. Processes used by schools and colleges to review online programs are similar to review of on-campus programs.
   b. A course or program approved for a face-to-face setting can be offered online without review by the department, dean, or academic editor.
   c. Online programs must meet the criteria for regional accreditation.
   d. Credit-hour policies must be met for regional accreditation.
   e. As a member of the State Authorization Reciprocity Agreement (SARA), the University must follow the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning). http://nc-sara.org/files/docs/C-RAC%20Guidelines.pdf
3. As of February 2017, the joint task force identified 70 programs[2] offering online degrees at the baccalaureate level and above that enroll approximately 4,291 students. (The total of programs offered by the University was a moving target; programs were begun during the work of the joint task force.) The programs in February 2017 were:
   a. 10 baccalaureate degree programs offered online to about 381 students.
   b. 46 Masters programs offered online to about 3,639 students.
   c. 14 doctoral programs offered online to about 271 students.
4. In addition, as of February 2017, the University offered 31 certificates, one specialist, and two associate degree programs online.[3]
5. As of February 2017, the University's schools and colleges offered online degree programs at the baccalaureate level and above as follows: CCAS–1; CoPS–9; GSEHD–6; GWSPH–3; SEAS–7; SMHS–21; SoB–7; and SoN–16.
6. As of February 2017, the Elliott and Trachtenberg Schools had no online, hybrid, or off-campus degree-granting programs.
7. Generally, faculty is involved in approving and monitoring online, hybrid, and off-campus degree programs.
8. The extent to which faculty monitor some online degree programs is unclear.

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[1] "An online course is defined as one in which at least 80% of the course content is delivered online. Face-to-face instruction includes courses in which zero to 29% of the content is delivered online; this category includes both traditional and web-facilitated courses. The remaining alternative, blended (or hybrid) instruction, has between 30% and 80% of course content delivered online." *Online Report Card: Tracking Online Education in the United States.* I. Elaine Allen and Jeff Seaman. 2016. Babson Survey Research Group and Quahog Research Group, LLC, p. 6.

Resigned from the joint task force before its report was final.

[2] Source: *https://online.gwu.edu/programs*

[3] Ibid.

9. Large numbers of part-time, adjunct, and other non-fulltime faculty teach online courses. Instances of doctoral candidates teaching online courses to Masters students were identified.
10. Some online and hybrid doctoral programs use non-fulltime faculty to advise students.
11. Commonly, online and hybrid degree programs mirror on-campus degree programs.
12. Some online and hybrid programs use Blackboard as a LMS.
13. GWU's Department of eDesign is used by some programs as a LMS.
14. Several schools and colleges use outside vendors including Pearson/Embanet, Everspring (formerly Colloquy), 2U, Wiley, and WebEx as their LMS.
15. Outside vendors do some or all the following:
    a. Provide a proprietary LMS,
    b. Train faculty to use the vendor's LMS,
    c. Provide experts to support use of the LMS,
    d. Provide a studio and staff to produce videos of lectures and other teaching materials, and
    e. Monitor courses to provide real-time support, as needed.
16. Online, hybrid, and off-campus degree programs that replicate on-campus degree programs may compete with on-campus offerings.
17. Some on-campus programs may lose enrollment because they are cannibalized by the same programs offered online.
18. Neither diplomas nor transcripts distinguish online, hybrid, or off-campus degrees or courses, respectively, from those earned on-campus.
19. Banner has no distinct campus code to differentiate online and hybrid from on-campus.

Findings for Doctoral Programs

Online, hybrid, and off-campus doctoral programs are offered in the School of Engineering and Applied Science (SEAS [Doctor of Philosophy {Ph.D.} and Doctor of Engineering {D.Eng.E.M.}]); the School of Medicine and Health Sciences (SMHS [Doctor of Occupational Therapy] {O.T.D.}, and Doctor of Philosophy {Ph.D.} in Translational Health Sciences - Ashburn Campus]), and the School of Nursing (SoN [Doctor of Nursing Practice {DNP}]).

The joint task force gave special attention to programs awarding doctoral degrees. As the highest level of academic achievement recognized by the University, their integrity must be assured.

School of Engineering and Applied Science (SEAS)

1. SEAS has three online and off-campus doctoral programs. Two award the Doctor of Philosophy (Ph.D.): one in the degree field Systems Engineering; the other in the degree field Engineering Management. The third is the Doctor of Engineering (D.Eng.) professional doctorate in the degree field Engineering Management.
2. The three online and off-campus doctoral programs award the same degrees as are awarded on-campus. There are, however, course credit-hour and dissertation credit-hour differences.

3. The three online and off-campus programs have about 220 doctoral candidates.
4. Two full-time faculty and 20 part-time or adjunct faculty advise about 220 doctoral candidates.

School of Medicine and Health Science (SMHS)

1. SMHS has two doctoral programs: Doctor of Occupational Therapy (O.T.D.) and Doctor of Philosophy (Ph.D.) in Translational Health Sciences.
2. The O.T.D. is offered part-time or full-time online; the Ph.D. is offered full-time at the Ashburn campus.
3. Four full-time faculty advise 15 candidates in the O.T.D.
4. Twelve full-time and one part-time faculty advise 15 candidates in the Ph.D. in Translational Health Sciences.

School of Nursing (SoN)

1. SoN has one doctoral program: Doctor of Nursing Practice (D.N.P.).
2. The D.N.P. is offered online.
3. There are 161 candidates for the D.N.P.
4. Twelve full-time and four part-time faculty advise 161 candidates for the D.N.P.

Appendix A has information about online programs offered at other colleges and universities.

RECOMMENDATIONS

All Online, Hybrid, and Off-campus Programs

1. The University should identify and administratively monitor online, hybrid, and off-campus degree programs. Enrollment data for some programs were unobtainable.
2. The University should review online, hybrid, and off-campus degree programs before they are offered, with special attention to program overlap and duplication.
3. A course or program approved for face-to-face instruction can be offered online without review by the department, dean, or academic editor. Given the significant differences in instructional modality, courses and programs approved for face-to-face instruction should be re-reviewed to determine their appropriateness for online instruction.
4. Online, hybrid, and off-campus programs should be subject to the same approval process in CourseLeaf as on-campus programs, whether the program has been approved in a different modality or location.
5. Schools and colleges should use a similar process to develop, approve, implement, and monitor online, hybrid, and off-campus degree programs including those already approved as on-campus face-to-face programs. (This recommendation is being addressed by the University.)
6. Schools and colleges must assure that online, hybrid, and off-campus degree programs described as identical to those offered on-campus have identical degree requirements. This is especially important for doctoral dissertation advising and examination, in which there were instances showing a lack of clear requirements.

7. Staffing guidelines and policies for online, hybrid, and off-campus degree programs should be equivalent to on-campus programs. This is especially important for the doctoral dissertation advising and examination process.
8. Current online and hybrid degree programs should be rationalized to lessen duplication and overlap. See 2. above.
9. Diplomas and transcripts should show courses and degree programs as offered on-campus, online/hybrid, or off-campus.
10. The University should consider adopting one LMS to support online and hybrid teaching.
11. An in-depth analysis of best practices from other universities for managing online and hybrid teaching should be conducted.
12. Improving online programs could include a synthesis of best practices to guide consistency and quality in curriculum development, delivery methodology, and evaluation criteria. (The University is in the process of addressing this recommendation.)
13. The University website should have uniform information about degree programs: which school or college awards the degree, credits needed, courses required, and the like.
14. As is required for programs offered on campus, online, hybrid, and off-campus programs should perform annual assessments of student learning outcomes independent of the program offered face-to-face or on-campus.
15. Online, hybrid, and off-campus degree programs should complete an academic program review (APR) every five years, as do on-campus programs.

Implications of Findings for the *Faculty Code*

The joint task force developed no specific language for *Faculty Code* amendments. The following may benefit from *Code* changes:

1. Faculty staffing for online, hybrid, and off-campus degree programs should be equivalent to on-campus programs.
2. Faculty should be fully participative in developing, monitoring, and terminating online, hybrid, and off-campus programs.
3. Doctoral education offered online, hybrid, and off-campus should be comparable to the quality of on-campus programs, especially as to degree requirements and student-faculty ratios.

ATTACHMENT

Students Enrolled in Online Programs by Degree Levels

APPENDICES

Appendix A – Sample university policies and statements regarding online and hybrid education

A-1 – "A Resolution of the Rice University Faculty Senate" – *Rice University*

https://professor.rice.edu/uploadedFiles/Professor/Faculty_Senate/Motion%20regarding%20online%20degree%20programs.pdf

A-2 – "Policy on Online/Hybrid Instruction" – *California State University (East Bay)*

http://www.csueastbay.edu/faculty/senate/files/docs/policies/12-13-new-policy-page/online-hybrid-instruction-policy-14-15-cic39.pdf

A-3 – "University Policy, Technology Intensive, Hybrid and Online Courses and Programs" – *San Jose (CA) State University*

http://www.sjsu.edu/senate/docs/F13-2.pdf

A-4 – "A Resolution of the Faculty Senate *University of Cincinnati* Pertaining to Distance Education and Online Learning," May 14, 2015

WHEREAS, the Faculty Senate created a Task Force and charged it to: Create a report that addresses Faculty Best Practices in distance education and online teaching (DE-OT). This report should include, but not be limited to, recommendations in the following areas: 1. Differentiation of faculty and staff role in development, implementation, evaluation, and revision of courses offered via DE-OT: 2. Faculty Workload Best Practices addressing, but not limited to, such topics as various instructional roles within a course, faculty student ratios, course ownership, workload credit, variation factors among disciplines; 3. Faculty Development for DE-OT, including but not limited to, core knowledge including regulations, i.e., FERPA (Family Educational Rights and Privacy Act) required, recommended administrative and staff (IT/ID) support, suggested knowledge updates for faculty involved with DE-OT; and 4. Program and course curricular alignment, including but not limited to, normalization of grading and other pedagogical practices between instructor of record and other instructors within a DE-OT course and faculty adherence to program and course curricular design. A final report is due to the Chair of the University Faculty no later than November 1, 2014, with a mid-project report no later than July 31, 2014."

WHEREAS the Task Force thoroughly investigated the items above and produced a final report addressing them, including recommendations for best practices;

WHEREAS it is UC's stated aim to offer Distance Learning (DL) courses and programs that maintain the same academic integrity as all other course offerings;

WHEREAS the faculty have responsibility for academic affairs and the content of courses taught;

THEREFORE, BE IT RESOLVED that the Provost for Academic Affairs charge the faculty and administration in each unit/division/college to develop a policy for distance learning in courses and programs in their unit/division/college during the 2015-2016 academic year; that each report to the Provost that the policies have been created; and that the policies address and fall within the guidelines of the following:

1. Ensure adequate training of all faculty prior to teaching distance learning courses;
2. Provide appropriate support of faculty with the unit, division, or college;
3. Clarify workload expectations for DL courses, including relative obligations of faculty and facilitators within large enrollment classes;
4. Identify faculty as having primary control of course content;
5. Ensure protection of faculty Intellectual Property;
6. Clarify the role of ID/IT support personnel;
7. Identify the criteria for determining the creation of DL courses;
8. Identify the maximum students per instructor/facilitator in DL courses;
9. Align, where appropriate, DL course/program expectations with face-to-face course/program; and
10. Identify how DL courses/programs will be assessed and improved on an ongoing basis.

A-5 – The Assessment Policy of the Georgetown University School of Continuing Studies is found at: http://scs.georgetown.edu/academic-affairs/reports/

Appendix B – Data for online, hybrid, and off-campus degree programs at the University

Note: Some data in the Excel spreadsheets are aggregated and sum more than one program. In addition, different baselines may be used in the spreadsheet attachments than in the report. Thus, data in the spreadsheets will not add to totals elsewhere in this report.

Appendix B
Task Force Raw Data

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
CCAS								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/College	**Degree Program**	**Year Program Established**	**Enrollment / Number of Semester Credits**	**Hybrid - Classes Taught Both On-line & On Campus - Y/N**	**Synchronous Instruction - Y/N***	**Outside Vendor - Y/N****	**Faculty Approved Program Y/N*****	**Faculty Monitors Program Y/N******
CCAS	MS-CSI-Crime Scene Investigation	2007	6 / 36 credits	Y	Yes - some are	N	Y	Y
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
CPS								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/ College	**Degree Program**	**Year Program Established**	**Enrollment / Number of Semester Credits**	**Hybrid - Classes Taught Both On-line & On Campus - Y/N**	**Synchronous Instruction - Y/N***	**Outside Vendor - Y/N****	**Faculty Approved Program*** Y/N**	**Faculty Monitors Program**** Y/N**
CPS	BPS - Police&Security Studies	2004	12 / 120	Y	Y	N	Y	Y
CPS	MPS-Cybersecurity Strategy&Information	2015	49 / 36	Y	N	Y	Y	Y
CPS	MPS-Homeland Security	2010	145 / 36	Y	N	Y	Y	Y
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

Baccalaureate and Masters Degree Programs - Online and Off-Campus									
CPS									
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs									
School/ College	**Degree Program**	**Year Program Established**	**Enrollment/ Number of Semester Credits**	**Hybrid - Classes Taught Both On-line & On Campus - Y/N**	**Synchronous Instruction - Y/N***	**Outside Vendor - Y/N****	**Faculty Approved Program Y/N*****	**Faculty Monitors Program Y/N******	
CPS	PMGT	1990s (F2F)	79 / 36	on campus	YES	NO	YES	YES	MPS IN POL. MGT.
	PMGT	2007 (online)106; 6cr./sem	106 / 36	on line	NO	YES	YES	YES	MPS IN POL. MGT.
CPS	PCSG	2012 (online hybrid)	46 / 36	program-yes	YES	NO	YES	YES	MPS IN POL. COMMUNICATIONS &
				classes- no					STRATEGIC GOVERNANCE
CPS	LEGIS. AFFAIRS	1972 (F2F)	65 / 33	NO	YES	NO	YES	YES	MPS IN LEGISLATIVE AFFAIRS
*Students and instructors share instructional space									
**Contract with outside vendor for administrative and/or platform support									
***Content-area expert faculty planned program									
****Content-area expert faculty monitors program									

Baccalaureate and Masters Degree Programs - Online and Off-Campus

GSEHD/GWSPH

Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs

School/ College	Degree Program	Year Program Established	Enrollment/ Number of Semester Credits	Hybrid - Classes Taught Both On-line & On Campus - Y/N	Synchronous Instruction - Y/N*	Outside Vendor - Y/N**	Faculty Approved Program Y/N***	Faculty Monitors Program Y/N****	Notes
GSEHD	Assessment, Testing, and Measurement in Education		30	N (On campus only) Alexandria, Hampton Roads	Y	N			Considered an Off-campus program, but meets face-to-face (just not exclusively in Foggy Bottom)
	Educational Leadership & Administration	10+	96 / 30	Y - On-campus or Online	Unknown for online courses	Y	Y	Y	Led by a tenured faculty member
	Educational Technology Leadership	20+	97 / 36	N - Online only	N, primarily asynch	Y	Y	Y	These faculty are instructional designers
	Organizational Leadership & Learning	Unknown, suspect online is newer	85 / 30	Y - Hampton Roads, Alexandria, on-campus or online	Unknown for online courses	Y	Y	Y	Courses mostly developed by the e-design shop; love about 2U - complete oversight of communications
	Rehabilitation Counseling	40+	42 / 48	Y - on-campus, online, or hybrid	Some, depends on instructor	Y	Y	Y	Tuition is twice as much for on campus courses! Synchronous instruction is completely up to the faculty member - often, faculty are not offering sync instruction. Ranked 6th in the country. Concentrations in TBI, Substance Abuse, and Autism. Wiley does help with marketing/recruitment.
	School Counseling		48	N - Alexandria, FB	Y	N			Considered an Off-campus program, but meets face-to-face (just not exclusively in Foggy Bottom)
	Secondary Education	Unknown	30, 36	N - Ashburn, Arlington	Y	Unknown			
	Special Education for Culturally & Linguistically Diverse Learners	Unknown	40 / 33	Y - On-campus or Online	Unknown for online courses	Y	Y	Y	Not many students in the last 10 or so years - this may not be in existence any longer
	Counseling		69	N		N			
	Educational Administration & Policy Studies Development	Unknown	48	N - Ashburn, Alexandria, Hampton Roads	Y	Y	Y	Y	Considered an Off-campus program, but meets face-to-face (just not exclusively in Foggy Bottom)
	Human & Organizational Learning		69, 72	N - Ashburn, FB?	Y	N	Y	Y	Considered an Off-campus program, but meets face-to-face (just not exclusively in Foggy Bottom)
Milken Institute School of Public Health	Master of Public Health	2013	1,004 / 45	Y - Online and On campus (although the concentrations/tracks/focus areas are different in residential program)	Y	Y	Y	Y	MPH Advisory committee meets monthly, school has Assistant Dean of MPH programs who oversees quality in the online program. Curriculum committee does an in-depth review of core courses every 3 years. Program specific courses and electives are reviewed at the department level. The HPM Department reviews all courses for the MHA and HealthInformatics programs. The EXNS department reviews the Strength & Conditioning courses. School has a Director of Online Learning who oversees the online course development, ensures that coursework aligns with learning objectives and is mapped with the course competencies, ensures course syllabi are up to school standards, and that the course
	Master of Healthcare Administration (Executive)	2014	197 / 50	Y - Hybrid - mostly online, with 4 in-person immersions of 1.5 - 3 credits each	Y	Y	Y	Y	
	Master of Science in Management of Health Informatics and Analytics	2017	11 / 45	Y -Hybrid - mostly online, with 2 in-person immersions of 1.5 credits each	Y	Y	Y	Y	
	Master of Science in Strength and Conditioning	2016	14 / 30	Y - Hybrid - mostly online, but with in-person lab practical exams	Y	N	Y	Y	

*Students and instructors share instructional space

**Contract with outside vendor for administrative and/or platform support

***Content-area expert faculty planned program

****Content-area expert faculty monitors program

GSEHD programs are faculty homegrown/driven

No mandates from the Dean to provide online programs

Dean Feuer has called for more streamlined ____ of online programs

Going forward, hoping to bring in some support mechanisms for faculty to help ensure high quality across programs

Biggest concerns are how we maintain courses through their lifecycle while still growing

Important for Faculty Senate to continue to remind the administration that online learning does need support, direction, etc. from central administration

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
GWSB								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/ College	**Degree Program**	**Year Program Established**	**Enrollment/Number of Semester Credits**	**Hybrid - Classes Taught Both On-line & On Campus - Y/N**	**Synchronous Instruction Y/N***	**Outside Vendor Y/N****	**Faculty Approved Program Y/N*****	**Faculty Monitors Program Y/N******
GWSB	MBA: Business Administration - Healthcare PT	2004	154 enrolled; 55.5 credits	No	No.	Y See below	Yes.	Yes.
	MBA: Business Administration - Online PT & FT	2013 online	199 enrolled; 55.5 credits	No	No	Y See below	Yes	Yes.
	MS IST: Information Systems Technology FT & PT	2013 online	17 enrolled; 33 credits	Yes.	Yes. Blended.	Y See below	Yes	Yes.
	MS PM: Project Management FT & PT	1996	67 enrolled, 36 credits	Yes.	Yes. Blended.	Y See below	Yes	Yes.
	MTA: Tourism Administration FT & PT	2016	Number of students not tracked for online program; 36 credits	No	No.	Y See below	No - "not explicitly; part of an on-campus program"	Yes.
	MS in Government Contracts	2016	Number of students not tracked for online program; 36 credits	Students have on-campus, online or hybrid options.	Yes. For on campus.	Y See below	No - "not explicitly; part of an on-campus program"	Yes.
	Re: Outside Vendor - "We have a contract ending with Pearson in December 2017. We will not be renewing that contract. eDesign.							
	We are currently moving to eDesign and hiring an instructional designer to collaborate with eDesign."							
	Infirmation from Cara Richards: Dir of MBA Programs: crichards@email.gwu.edu							
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

Baccalaureate and Masters Degree Programs - Online and Off-Campus

SEAS

Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs

School/ College	Degree Program	Year Program Established	Enrollment / Number of Semester Credits	Hybrid - Classes Taught Both On-line & On Campus - Y/N	Synchronous Instruction - Y/N*	Outside Vendor - Y/N**	Faculty Approved Program Y/N***	Faculty Monitors Program Y/N****
SEAS EMSE-Off Campus Program (OCP)	MS Engineering Management or MS Systems Engineering	Fully Online Option perhaps started about 2015 (?), distance learning participants via video feed much earlier (2002?)	Hard to say, using a very rough estimate based on enrollment numbers in required MS courses per semester possibly 200 MS Students is a lower bound for total in Off-Campus/Online combined, but I I am not confident in this lower bound estimate at all. For exampe, I count a total of 933 different students (if PIDM number in Banner Data identifies a unique student) from Fall of 2014 to the Fall of 2016 (i.e. 7 Semesters, including Summer). Also some Ph.D. students may be taking these courses too, which is also why my estimate is uncertain. Approximately 60 Students Registered per Semester in required courses divided over multiple xections. Course Load per semester varies per student. Total Credit hours for MS Is 36. Full programs can be completed in 3 years or more	Y	Both (lectures also recorded)	Blackboard learning management systems	Only EMSE - OCP Faculty Program Approval	Only EMSE - OCP Faculty Program Monitoring
SEAS M.Eng Program	M.Eng Cybersecurity Policy and Compliance	2016	Starts Spring 2017 with 45 students to the best of my knowledge. Total Credit hours for M.Eng. Is 30. Full programs can be completed in 2.5 years	N	Both (lectures also recorded)	Blackboard learning management systems	Professional degree program approved by SEAS Faculty	No Info

*Students and instructors share instructional space

**Contract with outside vendor for administrative and/or platform support

***Content-area expert faculty planned program

****Content-area expert faculty monitors program

Doctoral Programs

Online and Off-campus

SEAS

Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs

School/ College	Degree Program	Year Program Established	Number of Students Enrolled / Number of Credits	Hybrid - Instruction Online & In Class Y/N*	Faculty Workload - Number of Doctoral Students / Faculty Member	All Faculty Doctorally Qualified? Y/N Appointed P/T or F/T?	Standard Procedure for Student Access to Faculty? Y/N	Outside Vendor Role Y/N	Synchronous Instruction Y/N**	Program Comparable Y/N***	Faculty & Program Approval Y/N****	Faculty & Program Monitoring Y/N*****
SEAS EMSE-Off Campus Program (OCP)	D.Sc. EM or D.SC. SE	Online Option perhaps started about 2015 (?)	∪109/**Class Room Phase:** Students required to register for two courses per semester (including Summer?). **Dissertation Phase:** Students Required to register for 15 credits hours per academic year	Y	EMSE OCP Faculty: 2 Full Time Faculty & 20 Partime or Adjunct Faculty (?)	See Cell F11	Y	Webex, RPNow & Blackboard	Both (lectures also recorded)	Off-Campus 24 Credits of Course Work and 30 credits of dissertation work, this is reversed On - Campus. Off Campus Semester: 9 weeks with 3.5 hour class sessions. On - Campus Semester: 15 weeks with 2.5 hour class sessions, On-Campus: No # Credits registration requirement (except continuous enrollment)	Only EMSE - OCP Faculty Program Approval	Only EMSE - OCP Faculty Program Monitoring
SEAS EMSE-Off Campus Program (OCP)	D.Eng. EM	2016	∪119/**Class Room Phase:** Students required to register for two courses per semester (including Summer?) Praxis Phase: Students Required to register for 15 credits hours per academic year	N	EMSE OCP Faculty: 2 Full Time Faculty & 20 Partime or Adjunct Faculty (?)	See Cell F11	Y	Webex, RPNow & Blackboard	Both (lectures also recorded)	Off-Campus 30 Credits of Course Work and 15 credits of praxis work, this is the same On-Campus. Off- Campus Semester: 9 weeks with 3.5 hour class sessions. On - Campus Semester: 15 weeks 2.5 hour class sessions . No On Campus Online Degree Offering. On Campus: No # Credits hours registration requirement (except continuous enrollment)	Only EMSE - OCP Faculty Program Approval	EMSE - OCP Faculty Program Monitoring and Montitoring by SEAS Committee for Professional Degree Programs

* Courses are offered both on-line and in the classroom

**Students and instructors share electronic space

*** Same as on-campus doctoral program

****Content-area expert faculty planned program

*****Content-area expert faculty monitors program

Baccalaureate and Masters Degree Programs - Online and Off-Campus

SMHS

Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs

School/ College	Degree Program	Year Program Established	Enrollment / Number of Semester Credits	Hybrid - Classes Taught Both On-line & On Campus - Y/N	Synchronous Instruction Y/N*	Outside Vendor - Y/N**	Faculty Approved Program Y/N***	Faculty Monitors Program Y/N****	Notes	Credit hours
SMHS	BS									
	BSHS (Bachelor of Science in Health Sciences) in Medical Laboratory Science	1990	101/120	Y	In labs and practicum courses.	N	Y	Y		120
	MS									
	Clinical and Translational Research	2015	20/36	Possible in electives	Possible in electives	Marketing only	Y	Y		36
	Clinical Microbiology	2014	9/36	N	In practicum course	N	Y	Y		36
	Clinical Records Administration	?	114/36	N	N	Marketing onlyY		Y		36
	Emergency Medical Services Leadership	2006	16/36	N	N	Marketing onlyY		Y	Program no longer accepting applications – program closed.	36
	Immunohematology and Biotechnology	2015	6/35	N	N	N	Y	Y		35
	Molecular Diagnostic Science	2015	25/35	N	In practicum course	N	Y	Y		35

*Students and instructors share instructional space

**Contract with outside vendor for administrative and/or platform support

***Content-area expert faculty planned program

****Content-area expert faculty monitors program

Doctoral Programs										
Online and Off-campus										
SMHS										
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs										
School/ College	**Degree Program**	**Year Program Established**	**Number of Doctoral Students Enrolled / Number of Credits**	**Hybrid - Instruction On-line & In Class Y/N***	**Workload - Number of Doctoral Students/ Faculty Member**	**All Faculty Doctorally Qualified? Y/N Appointed P/T or F/T?**	**Standard Procedure for Student Access to Faculty? Y/N**	**Outside Vendor Y/N****	**Faculty & Program Approval Y/N*****	**Faculty & Program Monitoring Y/N******
SMHS	Ph.D.									
	Occupational Therapy	2014	15/36	N		Y (4 FT_	Y	N	Y	Y
	Translational Health Sciences	2015	15/54 (beyond masters)	Y (Synchronous instruction during residency weekends)		Y (12FT, 1PT)		N	Y	Y
*Students and instructors share instructional space										
**Contract with outside vendor for administrative and/or platform support										
***Content-area expert faculty planned program										
****Content-area expert faculty monitors program										

Baccalaureate and Masters Degree Programs - Online and Off-Campus								
SON								
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs								
School/ College	**Degree Program**	**Year Program Established**	**Enrollment / Number of Semester Credits**	**Hybrid - Classes Taught Both On-line & On Campus - Y/N**	**Synchronous Instruction - Y/N***	**Outside Vendor - Y/N****	**Faculty Approved Program*** Y/N**	**Faculty Monitors Program**** Y/N**
SON	BSN	2009	Number of all BSN students = 303 (includes ABSN and ADN-BSN) Semester Credits for ABSN = 60 semester credits and ADN - BSN = 21 semester credits	ABSN = yes ADN-BSN = No (online only)	Yes	No	Yes	Yes
	MSN	2005	Number of all MSN students in 5 programs = 484 Semester Credits for MSN = 36 - 48 semester credits	No	Yes	No	Yes	Yes
*Students and instructors share instructional space								
**Contract with outside vendor for administrative and/or platform support								
***Content-area expert faculty planned program								
****Content-area expert faculty monitors program								

Doctoral Programs												
Online and Off-campus												
SON												
Prepared by the Faculty Senate Joint Task Force on Online and Off-Campus Programs												
School/ College	**Degree Program**	**Year Program Established**	**Number of Students Enrolled/Number of Credits**	**Hybrid - Instruction Online & In Class Y/N***	**Faculty Workload - Number of Doctoral Students / Faculty Member**	**All Faculty Doctorally Qualified? Y/N Appointed P/T or F/T?**	**Standard Procedure for Student Access to Faculty? Y/N**	**Outside Vendor Role Y/N**	**Synchronous Instruction Y/N****	**Program Comparable Y/N*****	**Faculty & Program Approval Y/N******	**Faculty & Program Monitoring Y/N*******
SON	DNP*	2007	Number of DNP students is 158. Number of credits varies from 36 to 43 depending on the concentration.	No	Ratio is 10:1. There are 11 FT and 2 PT faculty.	All doctorally prepared. Some faculty part time; some full time	Yes	No	No	No	Yes	Yes
* Courses are offered both on-line and in the classroom												
**Students and instructors share electronic space												
*** Same as on-campus doctoral program												
****Content-area expert faculty planned program												
*****Content-area expert faculty monitors program												
*DNP is only doctoral program currently offered. NO OTD or PhD.												

Students Enrolled in Online Programs by Degree Levels

Students Enrolled in Online Programs by Degree Levels

Term	Associate Degree	Baccalaureate Degree	Doctoral Degree - Practice	Doctoral Degree - Research	Masters Degree	Postbacca-laureate Certificate	Grand Total
2014 Spring	93	63			331	87	574
2014 Summer	98	96	4		533	120	851
2014 Fall	95	188	67		1075	235	1660
2015 Spring	96	224	60		1461	251	2092
2015 Summer	95	203	58		1548	188	2092
2015 Fall	102	308	135		2476	307	3328
2016 Spring	133	312	180	8	2820	299	3752
2016 Summer	148	263	156	7	2801	280	3655
2016 Fall	129	389	237	7	3456	361	4579
2017 Spring	145	381	265	6	3639	360	4796