Distance Learning & Online Degree Program Feasibility Study

Prepared by the Distance Learning & Online Degree Program Feasibility Study

Subcommittee of the Distance Learning Advisory Committee

Christopher Maynard, Chair

Paulette Alexander

Sherri Hester

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**University of North Alabama**

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**Executive Summary**

Dr. G. Garry Warren, former Vice-President for Academic Affairs and Provost,requested that the Distance Learning Advisory Committee prepare a report for Dr. John Thornell, Vice-President for Academic Affairs and Provost, to provide him with a comprehensive overview of distance learning at the University of North Alabama. A subcommittee was formed to collect the information found in this report; information was gathered from the university website as well as departments directly associated with distance learning. What the subcommittee quickly discovered is that much of the information pertaining to distance learning is not readily available in a centralized location and certainly not in downloadable form. Each program has its own site and, even though the quality of the sites varied, all of the sites contained gaps that need to be addressed in order to better inform potential distance learning students as well as distance learning faculty and staff. The typical distance learning student has special scheduling needs because of employment, family responsibilities, or geographic distances. These same conditions that draw students to distance learning make it important that information concerning these programs be easily accessible online. The subcommittee hopes this report can be used not only to brief Dr. Thornell, but also to create a push for those of us who work with distance learning to do a better job at how we as a university disseminate information concerning our distance learning programs and help us to continually refine our strategy for distance learning at UNA.

**Areas for Growth (Recommendations)**

1. The subcommittee recommends that the Distance Learning Advisory Committee be charged with revising the DL Handbook and making it readily available on the university website in a downloadable form.
2. The subcommittee recommends that the Undergraduate Curriculum Committee be charged with exploring the feasibility of a complete online General Education core component that could then be utilized by online programs.
3. The subcommittee recommends that the Distance Learning Advisory Committee be charged with examining ways to insure greater uniformity in procedures, tuition and fee structures, and delivery methods of all online programs and degrees at UNA. Also, the committee should examine ways to make all information concerning online programs and degrees available in downloadable form and in a central location on the university website.

**Distance Learning Enrollment**

(Summer and Fall, 2008; Spring 2009)

*“Regular” Distance Learning Classes*

**Summer 2008**

60 sections of distance learning classes

(six DVD and 54 online; includes 14 graduate sections) **990**

**Fall 2008**

78 sections of distance learning classes

(four DVD and 74 online; includes six graduate sections) **2,040**

**Spring 2009**

79 sections of distance learning classes

(All 79 online; includes eight graduate sections) **2,443**

**\_\_\_\_\_\_\_**

**Year to Date Total 5,473**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*MBA Online Classes*

**Summer 2008**

18 sections of online classes

(six sections of MBA accelerated prerequisites

and 12 sections of MBA courses) **612**

**Fall 2008**

40 sections of online classes

(seven sections of MBA accelerated prerequisites

and 33 sections of MBA courses) **932**

**Spring 2009**

25 sections of online classes

(25 sections of MBA courses) **707**

**\_\_\_\_\_**

**Year to Date Total 2,251**

**General Education Component**

UNA has made great strides in offering a growing list of general education courses online, and at this time, the university is three courses away from offering the option of completing general education requirements online (Note: requirements vary by major). Courses needed are:

* COM 201 (3) Fundamentals of Speech – The Department of Communications has a philosophical objection to offering this course online; however, similar courses are regularly taught online at other universities. For example, the University of Alabama at Birmingham offers CM 101: Public Speaking as an online course.
* MA 110 (3) Finite Mathematics or MA 112 (3) Pre-calculus Algebra – The Department of Math and Computer Science has a philosophical objection to offering this course online; however, similar courses are regularly taught online at other universities. For example, the University of Alabama at Birmingham offers MA 105: Pre-calculus Algebra as an online course.
* GE 112 (4) Principles of Physical Geography II – Dr. Greg Gaston, Associate Professor, Geography, has committed to developing this course as an online offering for summer 2010.

**General Education Component (courses offered online are underlined)**

**For Bachelor of Science Degrees:**

**Area I: Written Composition (6 semester hrs.)**

EN 111 (3) First-Year Composition I

EN 112 (3) First-Year Composition II

or

EN 121 (3) First-Year Composition Honors

EN 122 (3) First-Year Composition Honors II

**Area II: Humanities and Fine Arts (12 semester hrs.)**

COM 201 (3) Fundamentals of Speech

EN 231 (3) Literature of the Western World

EN 232 (3) Literature of the Western World

or

EN 233 (3) Honors Studies in Western Literature I

EN 234 (3) Honor Studies in Western Literature II

3 semester hours selected from the following:

AR 170 (3) Art Appreciation

AR 180 (3) Introduction to Art History

AR 281 (3) Art History Survey I

AR 282 (3) Art History Survey II

FR 101 (3) Introductory French

FR 102 (3) Introductory French

FR 111 (1) Language Laboratory

FR 112 (1) Language Laboratory

FR 201 (3) Intermediate French

FR 202 (3) Intermediate French

GR 101 (3) Introductory German

GR 102 (3) Introductory German

GR 111 (1) Language Laboratory

GR 112 (1) Language Laboratory

GR 201 (3) Intermediate German

GR 202 (3) Intermediate German

MU 222 (3) Music Appreciation I

MU 244 (3) Survey of Music Literature

PHL 201 (3) Introduction to Philosophy

RE 221 (3) Old Testament Survey

RE 231 (3) New Testament Survey

SP 101 (3) Introductory Spanish

SP 102 (3) Introductory Spanish

SP 111 (1) Language Laboratory

SP 112 (1) Language Laboratory

SO 201 (3) Intermediate Spanish

SP 202 (3) Intermediate Spanish

TH 210 (3) Introduction to Theatre

**Area III: Natural Sciences and Mathematics (11 semester hours)**

3 semester hours selected from the following:

MA 110 (3) Finite Mathematics

MA 112 (3) Pre-calculus Algebra

MA 113 (3) Pre-calculus Trigonometry

MA 115 (4) Pre-calculus Algebra and Trigonometry

MA 125 (4) Calculus I

MA 126 (4) Calculus II

MA 227 (4) Calculus III

MA 237 (4) Linear Algebra

MA 238 (3) Applied Differential Equations I

8 semester hours selected from the following:

BI 101 (4) Introductory Biology

BI 102 (4) Introductory Biology

BI 111 (4) Principles of Biology

BI 112 (4) Principles of Biology

CH 101 (3) Introductory Chemistry

CH 101L (1) Introductory Chemistry Laboratory

CH 102 (3) Introductory Organic Chemistry

CH 102L (1) Introductory Organic Chemistry Lab

CH 111 (3) General Chemistry

CH 111L (1) General Chemistry Laboratory

CH 112 (3) General Chemistry

CH 112L (1) General Chemistry Laboratory

ES 121 (3) Earth Science

ES 121L (1) Earth Science Laboratory

ES 131 (4) Physical Geology

ES 132 (4) Historical Geology

GE 111 (4) Principles of Physical Geography I

GE 112 (4) Principles of Physical Geography II

PH 101 (4) Interactive Physics

PH 121 (4) Introductory Physics

PH 125 (4) Descriptive Anatomy

PH 241 (4) General Physics I

PH 242 (4) General Physics II

PH 251 (4) Technical Physics I

PH 252 (4) Technical Physics II

**Area IV: History, Social and Behavioral Sciences (12 semester hours)**

HI 101 (3) Survey of World Civilization To 1500

HI 102 (3) Survey of World Civilization Since 1500

or

HI 201 (3) United States History To 1877

HI 202 (3) United States History Since 1877

6 semester hours selected from the following:

EC 251 (3) Principles of Macroeconomics

EC 252 (3) Principles of Microeconomics

ED 299 (3) Human Growth and Development

GE 102 (3) World Regional Geography

GE 260 (3) Human Geography

PS 241 (3) United States Government and Politics

PY 201 (3) General Psychology

SO 221 (3) Introductory Sociology

**Area V**

Varies by major and field; however, UNA offers numerous courses online that would satisfy Area V requirements.

**College of Arts and Sciences**

The College of Arts and Sciences does not currently have an online degree program; however, it does offer an online major in sociology. These students fulfill the same requirements and pay the same tuition and fees as any other student taking sociology courses online. Several other online majors are in the planning stages and are likely to be submitted for approval in 2009-2010. A complete online General Education core component would have to be in place before these online majors could become online degree programs. Additionally, suitable minors and/or second majors would have to be available online to complement any proposed online programs. In the meantime, the College of Arts and Sciences regularly offers dozens of online courses at both the undergraduate and graduate levels. Significant portions of majors and minors can already be completed by taking online courses. Blackboard (WebCT Vista) is currently used in most online courses in the College of Arts and Sciences; courses will migrate to Angel Learning in 2009-10.

Sociology On-Line\*

(\*The following information was copied from the university website)

The Sociology Department faculty have received approval to offer courses through distance learning and the Internet so students may complete a Sociology major and/or minor both conveniently and cost-effectively from home. Visit [Sociology On-Line](http://www.una.edu/sociology/on-line.html) (http://www.una.edu/sociology/on-line.html) to learn more about this exciting new direction for sociologically-minded students seeking their Bachelor's Degree. Students interested in this learning environment should contact Dr. Craig T. Robertson at 256.765.4530 or e-mail him at [ctrobertson@una.edu](mailto:ctrobertson@una.edu).**College of Business \***

**(**\*The following information was copied from the university website)

Master of Business Administration

The Master of Business Administration (MBA) is truly one of the most recognizable and desired professional degrees in the world. The University of North Alabama's College of Business has a long tradition of offering a high quality MBA for entry and mid-career professionals who seek personal and career advancement opportunities. While most students select the 'professional' MBA concentration, concentrations are also available in accounting (on-campus only), information systems, international business, finance (on-campus only), and health care management. The degree is suitable for well prepared students from a wide assortment of undergraduate backgrounds. Students with undergraduate degrees in fields other than business may satisfy prerequisite requirements as outlined below.

For students who have already satisfied prerequisite coursework, the MBA is a 33 semester hour (11 course) program. With the exception of the on-campus accounting concentration, effective Fall 2008 all concentrations consist of eight core courses and three elective courses in the area of concentration.

Students may pursue the MBA at the University of North Alabama by attending class on campus, by enrolling in courses that are delivered on-line, or by combining the two approaches. The admission standards, quality of curriculum and instruction, expected learning outcomes, and the graduate faculty for the on-line MBA is identical to that of the traditional on-campus MBA. We invite you to choose the delivery option that is most convenient and cost effective for your situation.

Well prepared students who have already satisfied all prerequisite work and who have career and/or family obligations may still be able to complete the MBA in 18-24 months. Full-time graduate students, however, (who have satisfied all prerequisite work) may be able to complete the program in 12 months.

Prerequisite Work  
Students must demonstrate a satisfactory background in the following topics: accounting principles; economic principles; statistics and quantitative methods; financial management; information systems; management principles and marketing principles.

MBA Core Courses (courses completed by all MBA students)

* AC 626 - Cost for Management Decision Analysis (not open to MBA-Accounting majors)
* CIS 625 - Enterprise Systems Analysis
* EC 650 - Managerial Economics
* FI 630 - Financial Management
* MK 660 - Marketing Strategy
* QM 670 - Quantitative Methods
* MG 624 - Organizational Behavior
* MG 640 - Management Policy

Students choose one of the following six concentrations:

MBA - Professional Concentration

* Complete the eight MBA core courses above and
* Three MBA electives chosen by the student

MBA - Accounting Concentration (on-campus program only)

MBA - Information Systems Concentration

* Complete the eight MBA core courses above and
* Choose three electives from the following: CIS 556, CIS 615, CIS 627, CIS 645 or CIS 545, CIS 660, CIS 685, or CIS 506

MBA - International Business Concentration

* Complete the eight MBA core courses above and
* MG/MK 691 - International Business and
* EC/FI 563 - International Trade and Finance and
* MG 680 - International Internship OR
  + MG 698 - Independent Study/Practicum in International Business (with approval of the department chair)

MBA - Finance Concentration (on-campus program only)

* Complete the eight MBA core courses above and
* Three finance electives from the following: FI 563, FI 581, FI 681, FI 688, or FI 698

MBA - Health Care Management Concentration

* Complete the eight MBA core courses above and
* MG/MK 652 - Special Topics in Health Care Management and
* MG 695 - Strategic Management for Health Care Management and
* MK 671 – Marketing for Health Care Management

Traditional MBA program

Students may start this program in August, January or June. Classes meet on campus. The typical course meets one evening per week for a 16-week semester. See the Expenses section at the beginning of the UNA Graduate Catalog for tuition and fee information for this program.

Online MBA Program

Students may start this program in August, January or June. Classes are conducted through a combination of online instructions and resource content. All concentrations are available on-line except the Accounting and Finance. See the Expenses section at the beginning of the UNA Graduate Catalog for tuition and fee information for this program.

China Programs   
The University of North Alabama College of Business has two partners in China: STI and Ivy Management Group. These two are the only authorized companies assisting in the delivery of UNA's MBA program in Asia.

Ivy <http://www.ivylearning.com.tw/>

STI <http://www.stcolleges.com/una01.htm>

All online courses offered through the College of Business use the Blackboard/WebCT Vista Learning Management System. All online sections offered in the College of Business are designed to provide the same content, same level of student engagement, and, to the extent possible, the same learning outcome assessment processes and standards as face-to-face sections. Presently a few wholly online courses are identified for delivery in through our China partners in the MBA program, but these are phasing out. Within a year, all courses will be standardized as part of the BBA and MBA program and no courses will be designed or offered solely for the online delivery format.

Beginning Fall 2009, BBA and MBA courses, including online courses, within the College of Business have been allowed to expand to larger than normal class sizes. To assure proper student engagement, timely feedback, and effective learning in both the online and face-to-face delivery formats, the College of Business has employed Clinical Teaching Assistants (CTAs) in classes with enrollments over 40. The CTAs are engaged through a process similar to that for adjunct faculty and have qualifications near or exceeding those for adjunct faculty. In particular, CTAs are expected to have considerable practical experience in the discipline in which they are assisting. An extensive development program has been deployed for assuring consistency and a high standard of quality associated with the CTAs and their activities.

All required major core courses for the BBA degree are available online. All except three courses (AC 291 and 292 and QM 295 or MA 121) in Area V are also available online. In addition options are available for students to complete all general education requirements for the BBA except COM 201 or 210, MA 112, and one natural science (lab) course. Plans are presently underway to add a science course (GE 112) online which would satisfy this requirement. Two majors—Marketing and Professional Management—leading to the BBA degree are also available in a wholly online format. In addition, selected courses in other majors are available online. The following table presents, in checksheet form, all of the course requirements for all BBA major programs. Those courses available online are indicated by yellow highlighting and by a check mark in place of the checkbox beside the course name.

Admission to, registration for, and fees charged for all of these courses conform to all of the regular UNA admission and registration processes and fee schedules. In the case of CIS 125 a permit is required to take course. The permit is issued based on the student’s submission of a response to a set of questions developed by the CIS faculty. This screening is necessary to assure that the student has sufficient capability and tools to deal with the online environment. The process is wholly online and handled expeditiously by the faculty member and the CIS departmental secretary. Directions to the permit site are printed adjacent to the course listings in the Schedule of Classes each semester. Students from a wide variety of majors from every college take CIS 125 as a required course meeting the computing competency requirement.

CHECKLIST – [2008 - 2009] Student Name:

College of Business – Degree Program SID: Major:

As of 05/1/2008

CURRICULUM REQUIREMENTS

* Online Classes

GENERAL STUDIES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AREA I  Written Composition  (6 hrs.) | AREA II  Humanities & Fine Arts  (12 hrs.) | AREA III  Math & Science  (11 hrs.) | AREA IV  History, Social & Behavioral Sciences  (12 hrs.) | AREA V  Additional Requirements  (23 hrs.) |
| * EN 111or EN121 (3) * EN 112 or EN122(3) | 🞎 COM 201 or 210 (3)   * EN 231 or EN 233 (3) * EN 232 or EN 234 (3) | Choose 3 hrs. from the following courses:  🞎 MA 112 (3)  🞎 MA 113 (3)  🞎 MA 115 (3)  🞎 MA 125 (3)  🞎 MA 126 (3)  🞎 MA 227 (3)  🞎 MA 237 (3)  🞎 MA 238 (3) | * HI 101 (3) * HI 102 (3)   or   * HI 201 (3) * HI 202 (3)   AND   * EC 251 (3) * EC 252 (3) | 🞎 AC 291 (3)  🞎 AC 292 (3)   * BL 240 (3) * CIS 125 (3) * QM 291 (3) * QM 292 (3)   🞎 QM 295 or MA 121(3)   * \*Non-business General Education Elec. (2) |
|  | Choose 3 hrs. from the following courses:  🞎 AR 170 (3)  🞎 AR 180 (3)  🞎 AR 281 (3)  🞎 AR 282 (3)   * FR 101(3) & FR 111L(1)   🞎 FR 102(3) & FR 112L(1)  🞎 FR 201 (3)  🞎 FR 202 (3)  🞎 GR 101(3) & GR 111L (1)  🞎 GR 102(3)& GR 112L (1)  🞎 GR 201 (3)  🞎 GR 202 (3)  🞎 MU 222 (3)  🞎 MU 244 (3)  🞎 PHL 201 (3)  🞎 RE 221 (3)  🞎 RE 231 (3)  🞎 SP 101 (3) & SP 111L (1)  🞎 SP 102 (3) & SP 112L (1)  🞎 SP 201 (3)  🞎 SP 202 (3)  🞎 TH 210 (3) | Choose 8 hrs. from the following courses:  🞎 BI 101 & Lab (4)  🞎 BI 102 & Lab (4)  🞎 BI 111 & Lab (4)  🞎 BI 112 & Lab (4)  🞎 CH 101 (3)& CH101L(1)  🞎 CH 102 (3)& CH102L(1)  🞎 CH 111 (3)& CH111L(1)  🞎 CH 112 (3)& CH112L(1)  🞎 ES 121 (3) & ES 121L(1)  🞎 ES 131 (4)  🞎 ES 132 (4)   * GE 111 (4)   🞎 GE 112 (4)  🞎 PH 101 (4)  🞎 PH 121 (4)  🞎 PH 125 (4)  🞎 PH 241 (4)  🞎 PH 242 (4)  🞎 PH 251 (5)  🞎 PH 252 (5) |  | *\*Hospitality MG majors must take HES 242*  MAJOR CORE  (21 hrs.)   * BL 455 or EC 463 or FI 463 or MG 491 or MK 491 (3)   (NOTE: EC majors must take EC 463 & FI majors must take FI 463).   * FI 393 (3) * MG 330 (3) * MG 382W (3) * MG 420 (3) * MG 498 (3) * MK 360 (3) |

*NOTE: Business majors will receive a BBA degree (Bachelor of Business Administration)*

[Business majors are listed on the back]

BUSINESS MAJOR OPTIONS (Choose at least one)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \*\*BEGINNING  FALL 2008, *NEW* STUDENTS MUST APPLY FOR COB ADMISSION AFTER COMPLETING 45 HRS (see UG catalog for specific courses) WITH A 2.0 GPA\*\*  APPLICATIONS ON WEBSITE (www2.una.edu/business). |  | Accounting  (24 hours)   * AC 390 (3)   🞎 AC 391 (3)  🞎 AC 392 (3)  🞎 AC 471 (3)  🞎 AC 472 (3)  🞎 AC 473 (3)  🞎 Electives from:  AC 395, 481, 495 (6) | CIS: Option 1  Enterprise Information Systems (30 hours)  🞎 CIS 225 (3)  🞎 CIS 236 (3)  🞎 CIS 315 (3)  🞎 CIS 330 (3)  🞎 CIS 366 (3)   * CIS 376 (3)   🞎 CIS 406 (3)  🞎 CIS 445 (3)  🞎 CIS 466 (3)   * CIS 486 (3) | CIS: Option 2  End-User Computing Systems (30 hrs)  🞎 CIS 225 (3)  🞎 CIS 236 (3)   * CIS 330 (3)   🞎 CIS 350 (3)  🞎 CIS 366 (3)   * CIS 376 (3)   🞎 CIS 406 (3)  🞎 CIS 446 (3)  🞎 CIS 456 (3)   * CIS 486 (3) |

*NOTE: BUSINESS MAJORS CAN MAJOR & MINOR IN BUSINESS (except minor in Bus. Administration)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Economics  (24 hours)  🞎 EC 340 (3)  🞎 EC 341 (3)  🞎 EC 428 (3)  🞎 EC/QM Elective (3)  🞎 EC/QM Elective (3)  🞎 EC/QM Elective (3)  🞎 EC/QM Elective (3)  🞎 FI 391 (3) | Finance: Option 1  Prof. Finance  (24 hours)  🞎 AC Elec (300/400) (3)  🞎 EC 340 (3)  🞎 FI 391 (3)  🞎 FI 394 (3)  🞎 FI 492 (3)  🞎 FI 495 (3)  🞎 FI 498 (3)  🞎 FI/QM Elective (3) | Finance: Option 2  Banking & Fin. Services  (30 hours)   * AC 390 (3)   🞎 AC 391 (3)  🞎 FI 391 (3)  🞎 FI 394 (3)  🞎 FI 423 (3)  🞎 FI 492 (3)  🞎 FI 498 (3)  🞎 Elec. from AC 392, 471, 472, 473, 496, 497 (3)   * Elec. from FI 430, 440, 445, 470, 480, 481, 486, 499 or AC 392, 471, 472, 473, 496, 497 (6) |  |
|  |  |  |  |  |
| Management / Option 1  Human Resource MG  (24 hours)   * MG 331 (3) * MG 362 (3) 🞎 MG 371 (3) * MG 462 (3)   🞎 MG 471 (3)   * MG Elec (300/400) (6) * Bus Elec (300/400) (3) | Management / Option 2  Professional MG  (24 hours)   * MG 331 (3) * MG 335 (3) * MG 362 (3) * MG 391 (3) * MG 485 (3) * MG Elec (300/400) (6) * Bus Elec (300/400) (3) | Management /Option 3  Entertainment Industry Mgmt. (30 hours)   * ENT 225 (3)   🞎 ENT 300 or 425, or COM 470 (3)  🞎 ENT 325 (3)  🞎 ENT 329 (3)  🞎 ENT 335 (3)  🞎 ENT 426 or 430, or  COM 400 (3)   * ENT 435 (3)   🞎 ENT 470 (3)  🞎 ENT 495 (3)  🞎 MG 371 (3) | Management/Option 4  \*Hospitality MG (36 hrs)  🞎 AC 396 (3)   * HES 342 (3)   🞎 HES 353 (3)  🞎 HES 355 (3)  🞎 HES 455 (3)   * MG 331 (3) * MG 335 (3) 🞎 MG 480 (3)   🞎 MG 499 (3)   * MK 461 (3)   🞎 MK 480 (3)  🞎 MK 499 (3)  *\*See Area V ( HES 242)* | Marketing  (24 hours)   * MK 363 (3) * MK 461 (3) * MK 479 (3) * MK 492 (3) * MK 498 (3) * MK Elec(300/400) (6) * Bus Elec(300/400) (3) |
| \*\*Courses in bold print are | used to calculate major GPAs. |  |  |  |
| General Electives: |  |  |  |  |

Applied for admission to BBA major after 45 hours? \_\_\_\_\_

Completed CAAP Exam? 50 hours at 300/400 levels? Applied for Graduation 2 semesters prior to graduation?

128 total hours required for graduation? Estimated Date for Graduation?

MBA

Admission to and registration for all of these courses conform to all of the regular UNA admission and registration processes and fee schedules. The single exception to this is for students accessing our program through partners in Asia. The admission process is handled through the partners, although our MBA Advising Coordinator actually makes the admission determination, based on materials submitted by the students through the partners. Admission requirements are the same as those for US based students seeking admission to our MBA program and planning to receive instruction online or on campus or through a combination of these delivery methods. No programmatic distinction is made for course sections for students other than those served through our Asia partners. Special sections of courses are constructed for the Asia students to facilitate student engagement, translation of course materials, and program integrity. Those sections are taught by regular faculty with the assistance of highly qualified CTAs specifically associated with this set of courses and resident in locations served by our partners.

The cost structure for students in our general MBA differs from the standard University fee schedule for graduate programs. Students who enroll in online MBA courses pay $996 per 3 hour course (tuition and fees included) and students served through our Asia partners pay as follows:

China I MBA program -- Asian partner pays UNA/COB $275 per course per student.

STI MBA program -- Asian partner pays UNA/COB $310 per course per student.

The following table shows the specific course offerings for the MBA and includes designation of those planned for online delivery during the next year. This projected schedule is available online and is updated regularly.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Projected Schedule Beginning Spring 2009 | | | | | | |
|  | Online | | | Classroom | | |
| Course | Fall | Spring | Summer | Fall | Spring | Summer |
| Core | | | | | | |
| AC/CIS 625 | X | X |  | W |  |  |
| AC 626 | X | X |  | R |  |  |
| EC 650 | X | X |  |  | W |  |
| FI 630 | X |  | X | T |  |  |
| MG 624 | X | X | X | M |  | T/R |
| MG 640 | X | X | X |  | T |  |
| MK 660 | X | X | X |  | R |  |
| QM 670 | X | X |  | R |  |  |
| Electives | | | | | | |
| AC/CIS 627 | X |  |  | T |  |  |
| AC/FI 581 |  |  |  |  | TBA |  |
| AC/FI 681 |  |  |  | W |  |  |
| CIS 556 | X |  |  |  | R |  |
| CIS 545/645 |  | X |  |  | W |  |
| CIS 615 | X |  |  | R |  |  |
| CIS 627 | X |  |  |  |  |  |
| CIS 660 |  | X |  |  | T |  |
| CIS 685 |  | X |  |  | M |  |
| EC/FI 563 | X | X |  | W | M |  |
| FI 635 |  |  |  |  | W |  |
| FI 688 |  |  |  |  |  | TR |
| MG 610 | X |  | X |  |  |  |
| MG 620 |  | X |  |  | M |  |
| MG 648 | X |  |  |  |  |  |
| MG 675 |  |  | X |  |  |  |
| MG/MK 691 | X | X |  |  |  | M/W |
| MK 615 |  | X |  | T |  |  |
| MK 671 | X |  |  |  |  |  |
| MG 695 |  | X |  |  |  |  |
| MG/MK 665 |  |  | X |  |  |  |
|  |  |  |  |  |  |  |
| NOTES: |  |  |  |  |  |  |
| MG/MK 665 was previously MG/MK 652 | | | |  |  |  |
| MG 695 was previously EMB 691 | | |  |  |  |  |
| MK 671 was previously EMB 671 | | |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Accounting students must contact the accounting dept. for additional course listings. | | | | | | | | |
| Due to unforeseen circumstances, course listings may change without notice. |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Revised 1-29-09 |  |  |

**College of Education**

The College of Education does not currently have an online degree program. It does regularly offers approximately a dozen online courses at both the undergraduate and graduate levels. Significant portions of majors and minors can already be completed by taking online courses. Blackboard (WebCT Vista) is currently used in all online courses in the College of Education; courses will migrate to Angel Learning in 2009-10. The College of Education also uses LiveText for lesson plan submission, e-portfolios, and the collection of artifacts related to data collection for continuous improvement and accountability. LiveText is not designed to be a complete LMS and rather is used as a suitable companion to programs such as Blackboard and Angel.

**College of Nursing & Allied Health\***

**(**\*The following information was copied from the university website)

**Dr. Wanda E. Bradford**; Chair, Nursing Online  
UNA Box 5127 | 226 Stevens Hall  
Phone: 256.765.4931  
  
**Dr. Teresa C. Leonard**; Director, Master's Program  
UNA Box 5127 | 208 Stevens Hall  
Phone: 256.765.4936

**If the BSN or MSN degree is your goal, UNA's College of Nursing has an option for you!**

Entering freshmen and transfer students complete a four-year curriculum leading to Bachelor of Science in Nursing. Upon satisfactory completion of the program, students are awarded the BSN degree, and are eligible to take the NCLEX exam for licensing as a registered nurse (R.N.).

For Registered Nurses who wish to attain the BSN degree, our "Flex-Track RN to BSN Online Program" allows RNs to attain their BSN degree entirely online. For BSN prepared nurses, the College of Nursing also offers an MSN degree program completely online. Both the BSN and the MSN online programs provide an online learning environment that is educationally rewarding and designed to meet the schedule of the working student.

Explore our site to discover how the UNA College of Nursing & Allied Health can help you move forward in your career! For more information on the traditional BSN or the RN to BSN and MSN online options, please click on the links above.

***Flex-Track RN to BSN Online***

Today’s RN requires flexible educational options! UNA’s College of Nursing is committed to providing those flexible options! Students enrolled full-time in the Flex-Track online program complete professional coursework in one year! Clinical requirements are arranged in the student’s own community. The online degree program is completely web-based. Students set their own schedule, never worry about travel, parking, or babysitters, and enjoy the multitude of resources available online. All professional nursing courses are completed online.

**Why Choose UNA ?**

* Innovative and flexible schedules.
* RN’s are admitted with advanced standing and provision is made for 30 credit hours of prior nursing courses.
* General educational requirements may be completed concurrently with professional coursework.
* Competitive tuition.
* Non-resident fees are waived for Flex-Track online nursing students.
* Enthusiastic and supportive faculty.
* History of quality education since 1973.
* Accredited by the Commission on Collegiate Nursing Education.
* Approved by the Alabama Board of Nursing.

[Click here](http://www.una.edu/nursing/rn-bsn-application.html) to apply to the Flex-Track Program!

***RN to BSN Curriculum***

**Sample schedule for RN Students**

(Actual schedules will vary)

**Spring Semester**  
NU416 - Role Theory (6 hrs)  
NU411 - Leadership (6 hrs)

**Summer Semester**  
NU303 - Nursing Research (3 hrs)  
NU305 - Physical Assessment (3 hrs)

**Fall Semester**  
NU302 - Community Nursing (6hrs)  
NU418 - Concepts, Issues & Theories in Nursing (6hrs)

**Professional Nursing Course Descriptions**

* **NU302 - Community Nursing -** Introduces wellness theory in promoting health behaviors of families,   
  groups, and communities, while appropriately networking with community resources. (6 semester hours)
* **NU303 - Nursing Research -** Introduces the research process in nursing. Focuses on the use of   
  research in nursing practice.(3 semester hours)
* **NU305 - Physical Assessment -** Focuses on techniques of physical assessment, normal assessment   
  findings, selected abnormal findings, and changes in assessment findings across the life span. (3 semester hours)
* **NU418 - Concepts, Issues & Theories in Nursing -** Focuses on the nursing process in clinical practice.   
  Topics include selected concepts and issues related to professional nursing. (6 semester hours)
* **NU411 - Leadership** - Teaches concepts of leadership roles in nursing. (6 semester hours)
* **NU416 - Role Theory** - Introduces the concept of expanded nurse roles in meeting the diverse   
  needs of present day society. (6 semester hours)

**GENERAL EDUCATION REQUIREMENTS**

|  |  |
| --- | --- |
| **COURSE DESCRIPTION** | **CREDIT** |
| **AREA I** | |
| EN 111 (120) Freshman Comp I | 3 |
| EN 112 (121) Freshman Comp II | 3 |
| **AREA II** | |
| EN 231 Literature of the Western World I | 3 |
| EN 232 Literature of the Western World II | 3 |
| COM 201 Fundamentals of Speech | 3 |
| \*Art, Music, Theatre, Philosophy, Religion, or Foreign Language | 3 |
| **AREA III** | |
| \*\*MA 110 Finite Mathematics | 3 |
| \*\*\*CH 101 Intro. Inorganic Chemistry | 4 |
| \*\*\*CH 102 Intro. Organic Chemistry | 4 |
| **AREA IV** | |
| \*\*\*\*HI 101/102 U.S. History I or Survey of World Civilization I | 3 |
| \*\*\*\*HI 201/202 U.S. History II or Survey of World Civilization II | 3 |
| ED 299 Growth and Development | 3 |
| PY 102 Introduction to Psychology | 3 |
| **AREA V** | |
| Bi 141 Human Anatomy & Physiology I | 4 |
| BI 142 Human Anatomy & Physiology II | 4 |
| BI 307 Microbiology | 4 |
| MA 147 Elementary Statistics | 3 |
| HES 342 Nutrition | 3 |

**GENERAL ELECTIVES:**

Enough that total credit hours for graduation will equal 128 or above.

\*AR 170, 180, 281, 282; MU 222, 244; Theatre 210; PHL 201; RE 221, 231, or Foreign Language

\*\*or MA 112, 113, 115, 125, 126, 227, 237, 238

\*\*\*Laboratories Required

\*\*\*\*Must be a History Series

Students who follow Alabama's state articulation plan may be evaluated on an individual basis.

***Master of Science in Nursing Online Program***

**Option I: Nursing in Teaching-Learning Environments**

**Option II: Nursing Leadership in Organizational Environments**

**OVERVIEW OF PROGRAM**

The Master of Science in Nursing program at the University of North Alabama is a post-baccalaureate degree program consisting of two tracks: “Nursing in Teaching-Learning Environments” and “Nursing Leadership in Organizational Environments.” The program is completely online in an asynchronous format.

The "Teaching-Learning" track will equip registered nurses with tools that will enable them to facilitate the education of nursing students, health care clients, and health care colleagues. The graduate will be qualified to serve as a faculty member in an institution of higher learning and serve as an educator in the clinical environment. The program will allow students to select a clinical area of interest (adult health, women’s health, pediatrics, etc.) upon which to focus during his/her matriculation.

The "Leadership" track will prepare registered nurses who will function at an advanced level in the health care environment regarding politics and legislation, budgeting and economics, and leadership and management, such that these nurses may positively impact the management aspects of nursing and health care in society.

**WHO SHOULD APPLY?**

The Teaching-Learning option seeks applicants who wish to assume teaching positions in both collegiate and non-collegiate academic settings, as well as in clinical settings (hospitals, home health, clinics, hospices, etc.). Students will receive education with a theoretical basis in teaching methodologies, learning assessment, evaluation of learning, and other components of effective education. Additionally, students will learn to develop curricula and create other teaching projects. Clinical practice will take place in both academic and health care settings with approved preceptors in the student’s geographical area. Clinical courses will focus on a particular area of nursing (adult health, pediatrics, psychiatric, etc.) chosen by the student.

The Leadership option seeks applicants who are currently in management, administrative, or executive positions in health care or those who wish to seek such positions. Students will learn sound, theoretically based economic and management principles that will allow them to function efficiently in the business aspects of the health care system and make informed, evidence-based decisions. Clinical practice will take place in health care settings with an approved preceptor in the student’s geographical area.

**WHEN TO APPLY**

Admission to the MSN program occurs each fall semester. The curriculum of each of the program’s options consists of 42 semester hours of course work. The full-time student can complete the curriculum in five semesters.

All courses in the curriculum are online. There are two clinical courses for each option. Clinical experiences with approved preceptors may take place in the student’s geographical location. Students must hold a current unencumbered license to practice nursing in the state in which the clinical experiences occur.

Through a partnership with Jacksonville State University (JSU), some courses will be taught through JSU’s online nursing program.

**ADMISSION REQUIREMENTS**

[(Click here for detailed information)](http://www.una.edu/nursing/Admission%20catalog%201-22-07.doc)

**Unconditional Admission**

* Bachelor of Science Degree in Nursing from a nationally accredited institution
* Unencumbered license to practice nursing in the United States
* Undergraduate grade point average (GPA) of 3.0\* or greater
* 1 year full-time experience as a registered nurse
* Score of 800 on the verbal and quantitative portions of the [Graduate Records Examination](http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=b195e3b5f64f4010VgnVCM10000022f95190RCRD) (GRE) or 388 on the [Miller Analogies Test](http://harcourtassessment.com/haiweb/Cultures/en-US/Harcourt/Community/PostSecondary/Products/MAT/mathome.htm) (MAT)\*\*
* Three references from professional sources
* Completed College of Nursing admission application
* Written statement of professional goals and the role of graduate education in achieving those goals
* For international students, a minimum score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or a minimum score of 213 on the computer-based TOEFL.
* Official transcripts from all colleges or universities attended

\*The applicant with a GPA of 3.5 or greater qualifies for unconditional admission irrespective of MAT or GRE score.

\*\*The applicant with a GRE score of 1000 or greater or MAT score of 410 or greater qualifies for unconditional admission to the MSN program regardless of undergraduate GPA.

**Please note:** All applicants are encouraged to take the GRE or MAT. Whereas applicants with a GPA of 3.5 or greater do qualify for unconditional admission, whenever there are more applicants than available positions in the program, MAT/GRE scores and the written essay may be utilized to determine acceptance to the program.

**Conditional Admission**  
Conditional admission may be considered on a case-by-case basis for the applicant who does not fully meet admission requirements. The conditionally admitted student must have three years of full-time experience as a registered nurse.

**Clinical Health Requirements**  
All students are expected to have a physical examination, have proof of hepatitis B immunization, have current tuberculosis screening, hold a current Basic Life Support card, and have current student liability insurance prior to beginning clinical courses. Students must also hold current licensure (unencumbered) in the state(s) in which clinical experiences will be completed. The appropriate forms with these items documented are to be submitted by a specified deadline date.

For additional information phone 1-800-TALK UNA, Ext. 4931, 256-765-4931 or email Mrs. Sandra Thompson at [shthompson@una.edu](mailto:shthompson@una.edu) or Dr. Teresa Leonard at [tcleonard@una.edu](mailto:tcleonard@una.edu).

**Fee Structure**

Nursing Online Fees (Undergraduate Only)

Nursing Courses

2-hour course: tuition + $175.00 DL Fee

3-hour course: tuition + $225.00 DL Fee

6-hour course: tuition + $365.00 DL Fee

Any other online course

Tuition + $60.00 DL Fee

Students in the online nursing program who take an on-campus course pay the same tuition and fees as a non-DL student.

**Appendix I: Distance Learning Program Procedures and Policy Manual**

1. EDUCATIONAL TECHNOLOGY SERVICES

MISSION STATEMENT

The mission of the Division of Educational Technology Services is to provide materials and services in support of the teaching, research, and public services commitments of the University of North Alabama. Educational Technology Services seeks to fulfill this mission through the activities of its four units: the Learning Resources Center (LRC), Media Services, the Distance Learning Program, and the Educational Computer Laboratory.

**1.2 DISTANCE LEARNING PROGRAM STATEMENT OF PURPOSE**

The purpose of the Distance Learning Program is to coordinate the provision of high quality distance education opportunities to qualified individuals in support of the teaching, research, and public service mission of the University of North Alabama.

According to the Commission on Colleges of the Southern Association of Colleges and Schools, distance education is defined as “a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies.” (COC *Distance Education Definitions and Principles: A Policy Statement*, p. 1) At the University of North Alabama distance education is accomplished using a variety of educational technologies. Generally, courses offered for academic course credit are delivered through the University’s Distance Learning Program; non-credit-bearing courses are administratively located in the Continuing Education Program.

The Distance Learning Program goals flow from and complement the university goals. These measurable goals are as follows:

**Reference: University**

**Goal**

( 1,3,7,11) 1. To increase access to educational programs by developing and

maintaining the technological infrastructure appropriate for the

delivery of distance instruction.

( 1,2,3,11) 2. To facilitate the planning, development, scheduling, delivery, and

evaluation of high quality, high demand undergraduate and graduate

courses utilizing advanced educational technology.

( 1,2,3,4,11) 3. To promote university distance education activities both within and

outside the university community.

( 3,7) 4. To encourage the development and use of advanced educational

technology on campus as well as for distance learning.

( 1,3,4,11,12) 5. To foster partnerships with area high schools, businesses, other

colleges and universities, and other organizations for the development

and delivery of distance instruction activities.

**1.3 UNIVERSITY GOALS**

The university goals flow from and complement the Statement of Purpose and Role. These measurable goals are as follows:

**Reference: University**

**Purpose**

(1,2) 1. to offer general education programs which will provide students with a broad foundation of common knowledge, basic skills, and cultural insight;

(2) 2. to graduate students who are competitive in their major fields and who demonstrate mastery of their subject areas;

(2,3,4,7) 3. to provide library/informational resources and other support functions which include the technologies, materials, facilities, and services needed for quality teaching, research, and public service;

(3,4) 4. to recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion;

(3) 5. to maintain an administrative system, including university advancement, which will support the attainment of institutional goals through effective management;

(3,4) 6. to provide student-life programs, activities, and services that complement academic preparation and extend student opportunities;

(3,4,6) 7. to provide a campus environment that serves as a source of pride and supports and complements the concept of a university community;

(4,5) 8. to provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas;

(5,6,7) 9. to recruit and retain a diverse and highly qualified faculty who demonstrate excellence in teaching, in scholarly activities, and in public service;

(4,5,7) 10. to recruit and retain faculty and staff without regard to age, color, disability, national origin, race, creed, sex, or religion;

(7,8) 11. to extend access to university programs which will maintain a positive university-community relationship; and

(6,7,8) 12. to provide university research and public service support for economic development which enhances the region and the state.

2. UNIVERSITY OF NORTH ALABAMA

DISTANCE LEARNING PROGRAM

2.1 INTRODUCTION

As technological capabilities have progressed and the diverse needs of students have expanded, the development of a distance education program became a natural extension of the University of North Alabama’s role in providing “a solid foundation of common knowledge, skills, and insights based on general studies to meet the students’ needs for academic advancement, vocational attainment, responsible citizenship, and personal fulfillment” and “a broad range of high quality academic programs to prepare students to succeed in general, professional, preprofessional, and career fields founded in the arts and sciences, business, education, and nursing and allied health.” (Statement of Purpose, Role, and Goals, *University of North Alabama Bulletin*)

The format and content of UNA’s Distance Learning Program is driven by the educational needs of current and potential students. The program is under constant review and will be altered according to changing needs and expanding technological capabilities.

2.2 BRIEF HISTORY OF UNA’S DISTANCE LEARNING PROGRAM

Project Focus Time Frame

|  |  |
| --- | --- |
| In cooperation with Shoals Economic Development Authority (SEDA) and the Tennessee Valley Authority, established Shoals Videoconference Center in Stevens Hall, Room 104 | Fall 1995  through  Spring 1996 |
| Developed first Distance Learning Class (Art History) for broadcast on Comcast Cable, Channel 3 | Fall 1996 |
| Open House held for Shoals Videoconference Center | November 1996 |
| Developed list of first classes to be videotaped in the Fall of 1997 | Spring 1997 |
| In conjunction with the Distance Learning Advisory Committee, developed general distance learning guidelines | May 1997 |
| Designed and Installed Video Production Studio in Communications Building, Room 129 | Summer 1997 |
| Joined the Intercampus Interactive Telecommunications System (IITS) | Summer 1997 |
| Established relationship with area high schools and installed portable videoconference units for use in dual enrollment classes for students and professional development for high school teachers, staff, and administrators | Summer 1997 |
| Videotaped first five classes in Production Studio and offered two Internet classes | Fall 1997 |
| Through videoconference facilities, offered two dual enrollment classes (economics and political science) to Deshler High School in Tuscumbia, AL | Fall 1997 |
| Videotaped an additional four classes and aided instructors in development of five new Internet classes | Spring 1998 |
| Offered two dual enrollment classes (economics and political science) through videoconference to Athens High School, Athens, Alabama, and two criminal justice graduate level courses via IITS to University of Alabama-Huntsville campus | Spring 1998 |
| Continued to work with university faculty to develop future distance learning classes for distribution through videotape, videoconference, and Internet | Summer 1998  and  Beyond |

# 2.3 DESCRIPTION

The University utilizes advanced technology systems to offer an ever-expanding array of credit-bearing courses via the Distance Learning Program. Classes are taught using Internet-based instruction, videocassettes of classroom lectures, commercial tapes, live interactive video, or other advanced technology. Distance learning makes higher education available to students who experience scheduling conflicts caused by geographic distances, employment, or family responsibilities. The program holds the potential to reach both traditional and non-traditional students who have previously been underserved, including physically challenged students and those with learning disabilities such as dyslexia or attention deficit disorder. The technology-based distance learning courses offer independent, self-motivated students the convenience of flextime and home study or remote site instruction while requiring the discipline to meet deadlines and schedule requirements set by the course instructor. Courses offered through distance education provide instruction at the high school (advanced placement/dual enrollment), undergraduate, and graduate levels.

At the present time, distance learning classes offered by the University of North Alabama are courses produced by UNA faculty, or are professionally produced audio or video programs licensed through the Public Broadcasting System, Adult Learning Services, or other reputable professional organization/agency and facilitated by faculty at UNA. The Vice President for Academic Affairs has final authority in deciding the courses to be included in UNA’s Distance Learning Program. These decisions may be made in consultation with the appropriate faculty member(s), department chairperson(s) and college dean(s). (See Appendix 2.A for a sample description of distance learning classes.)

Normally, all credit-bearing courses are offered via the University’s Distance Learning Program, while the Office of Continuing Education is responsible for offering non-credit courses. When an academic department or college needs special administrative and marketing support to reach non-traditional students successfully, it may ask the Office of Continuing Education to develop, in cooperation with the Office of Educational Technology Services, a distance learning course or program. Credit-hour production accrues to the appropriate academic department and not to Continuing Education.

NOTE: All Appendices referred to in this and the following sections are on file in the Office of Distance Learning, 101 Stevens Hall. Telephone 256-765-4651 for more information, or e-mail bhwilson@una.edu.

# DISTANCE LEARNING PROGRAM ACADEMIC POLICIES

# 3.1 ACADEMIC COMPLIANCE

All distance learning courses are conducted in accordance with the established policies and procedures of the University of North Alabama as outlined in the current editions of the *University of North Alabama Bulletin,* the *University of North Alabama Graduate Studies Bulletin*, the *UNA Faculty Handbook*, the *Student Directory & Student Handbook*, and the General Distance Learning Policies statement. (See Appendix 3.A.) This includes compliance with all relevant criteria of the Southern Association of Colleges and Schools (SACS), the National Council for Accreditation of Teacher Education (NCATE), the Association of Collegiate Business Schools and Programs, the National League for Nursing, other accrediting agencies (Council on Social Work Education, National Association of Schools of Music, National Association of Schools of Art and Design, etc.), the Southern Regional Education Board (SREB), the Southern Regional Electronic Campus (SREC), the Alabama Commission on Higher Education (ACHE), Alabama state laws and regulations, and Intercampus Interactive Telecommunications System guidelines. Electronic courses are developed and offered in compliance with the SREB’s “Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.” (See Appendices 3.B through 3.F.)

The Office of the Vice President for Academic Affairs regularly oversees academic review procedures and supplies documentation of compliance with various criteria for appropriate accrediting, certifying, and sanctioning bodies. This office maintains and distributes current copies of criteria and guidelines for these agencies to assist university personnel in developing programs that satisfy the relevant standards.

# 3.2 PLANNING PROCESS

### In response to growing student demand, the University of North Alabama began development of its distance learning program. Aiming to increase access to educational opportunities and to serve those who are underserved, the University also sought to compete in a rapidly changing educational market and to increase cooperation with high schools, businesses, other colleges and universities, and government agencies to broaden educational offerings.

The initial intent of the program was to offer high demand courses within the General Studies component of the curricular requirements for the bachelor’s degree program at UNA. These courses were identified as being on-campus classes that are quickly filled and closed to further enrollment and as representative of the curriculum as a whole. As the distance learning program expanded, graduate and dual enrollment courses for area high school students were quickly added.

Suggestions for Distance Learning Program courses arise from a number of different sources: students (especially via the distance learning course evaluation form – Appendix 3.G); faculty; the university administration; community members; the Distance Learning Advisory Committee (see Appendix 3.P for reports from subcommittees of Distance Learning Advisory Committee); and other interested parties. (See Appendix 3.I for list of distance learning courses.)

# 3.3 NEW COURSE/DEGREE DEVELOPMENT

Proposals for totally new courses, as well as new degree program proposals, progress through the same curriculum development process used for regular on-campus proposals. (See the *UNA Faculty Handbook.)* The appropriate department chairperson, the college dean, and the Vice President for Academic Affairs work with the faculty member throughout the development of the course to ensure proper development and compliance with guidelines.

#### 3.4 DELINEATION OF RESPONSIBILITIES

# 3.4.1 University Responsibilities

* To provide ongoing financial, technical, and personnel support for the development, administration, and continuation of the distance learning program subject to budgetary constraints.
* To ensure reasonable and adequate access to a range of appropriate academic support services and resources.
* To ensure compliance with accrediting agency guidelines.
* To provide a secure computer network ensuring the integrity and privacy of the communications and records exchanged.

# 3.4.2 College Responsibilities

* To authorize the offering of each distance learning course.
* To assist in the appropriate development and scheduling of distance learning courses.
* To ensure compliance with related accreditation guidelines.
* To provide academic advisement to distance learning students.

# 3.4.3 Departmental Responsibilities

* To authorize the offering of each distance learning course.
* To submit course information for scheduling in time for inclusion in printed guides.
* To provide academic advisement to distance learning students.
* To familiarize office staff with relevant procedures and guidelines.

# 3.4.4 Office of Educational Technology Services

* To provide oversight for the entire Distance Learning Program.
* To foster cooperation with high schools, other colleges and universities, businesses, and other agencies for distance education.
* To provide the technological infrastructure to support the distance learning program.
* To establish a financial plan for maintaining the support systems needed for distance learning activities, including regular upgrading of systems currently in use.
* To disseminate results of evaluation processes for use in subsequent planning.
* To ensure compliance with accreditation criteria and state guidelines.
* To coordinate the approval of Web-based textbooks used within the Distance Learning Program.

# 3.4.5 Office of Distance Learning

* To coordinate scheduling and taping of video courses.
* To coordinate distribution of instructional materials.
* To provide technical assistance to distance learning students and faculty.
* To conduct orientation/training sessions for faculty and students as needed.
* To answer faculty and student questions regarding the program.
* To oversee program planning, evaluation, and analysis, including the gathering of statistics.
* To assist with testing and/or provide proctored testing schedules.
* To market the distance learning program.
* To ensure the secure transmission and retrieval of course-related materials, in cooperation with the course instructors.

# 3.4.6 Coordinator of Academic Technology

* To maintain and regularly update the Distance Learning Program Web site.
* To provide technical support for distance learning faculty and students.
* To provide training opportunities for faculty on the use and development of instructional technologies.
* To provide assistance in the development of Internet-based courses.

**3.4.7 Media Production Specialist/Videographer**

* To maintain all equipment for video production and videoconferencing
* To oversee the taping of video courses.
* To coordinate duplication of video and audio tapes.
* To provide technical support for distance learning faculty and students.

**3.4.8 Faculty Responsibilities**

* To follow university guidelines for development, scheduling, and presentation of distance learning courses.
* To design/adapt course instruction to meet the same standards and criteria set for traditional campus-based courses.
* To participate in curriculum development, coordinating of syllabi, and in preparation of any comprehensive examinations, as required.
* To order any textbooks and supplementary materials that are necessary.
* To design and grade student projects, assignments, and tests in a timely manner.
* To develop processes to ensure the integrity of student work.
* To provide for and maintain regular appropriate interaction with distance learning students.
* To support and adhere to the University of North Alabama’s Information Technologies Acceptable Use Statement and other related university policies.
* To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
* To participate in the University’s ongoing evaluation of the distance learning program.

**3.4.9 Student Responsibilities**

* To ascertain possession of the appropriate skills, competency levels, course prerequisites, and equipment required for the distance learning course.
* To determine that the course meets individual degree requirements.
* To assume responsibility for contacting assigned advisor.
* To complete all assigned coursework by deadlines and before the end of the semester.
* To participate in the evaluation of the course content and presentation as well as the distance learning program as a whole.
* To return course materials, as required, according to established schedule.
* To follow all relevant university guidelines, including the code of conduct and academic honesty policy.
* For courses requiring computer usage, to read and adhere to the University of North Alabama’s Information Technologies Acceptable Use Statement and other related university policies.
* To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.

**3.4.10** **Coordinator of User Services, Collier Library**

* To facilitate the provision of library services and resources for distance learning faculty and students.
* To encourage development of technologically advanced remote access to library resources.
* To coordinate development and provision of appropriate information technology instruction for distance learners.
* To coordinate the planning, evaluation, and improvement of library services for distance learners.
* To promote use of library resources among distance learning faculty and students.

**3.4.11 Distance Learning Advisory Committee**

* To advise the Coordinator of Distance Learning, the Director of Educational Technology Services, the Dean of Information Technologies, and the Vice President for Academic Affairs concerning policies and procedures for the Distance Learning Program.
* To identify issues and make recommendations concerning the development and implementation of quality distance learning courses and programs.
* To establish the acceptable format and guidelines for distance learning courses placed on the Web.
* To keep abreast of current trends, laws, issues, and technological developments in distance education
* To inform the university community on matters related to distance education.
* To ensure compliance with accreditation criteria.

## 3.5 NEEDS ASSESSMENT

Section 4.4.3 **Curriculum Development** of the *Faculty Handbook* indicates that proposed distance learning courses and programs are to follow the same procedural, needs assessment, and recommendation path as traditional offerings for approval. Furthermore, the Handbook notes that format delivery changes of approved existing courses and programs should appear on the agenda of the Curriculum Committee or the Graduate Committee as “an information item only.”

Among the factors considered in determining courses to be offered through the Distance Learning Program are: student demand; availability of interested, qualified faculty; accreditation issues; economic feasibility; course adaptability; course uniqueness; accessibility of appropriate library services, learning resources, and/or laboratory equipment; appropriate contractual agreements; timeliness of topic; and technological capabilities. Systematic student input is gathered through the Distance Learning Course evaluation forms (See Appendix 3.G.)

Demographic information on the students enrolled in the Distance Learning Program is compiled regularly and analyzed for use in planning. (See Appendix 3.J for sample data.) Additional information is collected via an online Market Survey form. (See Appendix 3.K for sample form.)

# 3.6 ACADEMIC CALENDAR

Distance learning courses are offered concurrently with the regular semester schedule utilized for on-campus classes at the University of North Alabama. Distance Learning classes are listed in each semester’s *Schedule of Classes & Exams*. (See Appendix 3.L for sample.) Individual course syllabi indicate significant dates, exam schedules, etc. (See Appendix 3.M for samples.)

# 3.7 COURSE INTEGRITY

The same policies concerning admissions requirements, scholastic standards, academic honesty, dropping and adding classes, repetition of courses, incomplete designations, withdrawal from a course or from the University, classification, grading, grievance procedures, credits, degree completion, and honors apply to distance learning as they do for campus-based classes. (See the current *University of North Alabama* *Bulletin* and the *University of North Alabama* *Graduate Studies Bulletin*.) The goals and objectives, and skills and competencies are the same for distance learning courses as for those offered on campus. Faculty apply the same standards for coursework and grading for both on-campus and distance learning courses.

Distance learning courses must maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the University.

**3.8 STUDENTS**

All students taking credit-bearing courses in the Distance Learning Program must first be admitted to the University. Students in degree programs must meet the same entrance and completion requirements as on-campus students in those programs.

Students are referred to the Office of Student Life to obtain university identification cards.

**3.9 TRANSCRIPTS**

Student transcripts do not distinguish between academic courses taken on campus and those completed through the Distance Learning Program.

# 3.10 TRANSFERABILITY

Credits for academic courses earned in distance learning courses apply to UNA degrees and are readily transferable to most other universities.

**3.11 STUDENT RECORDS**

The University maintains students’ educational records in accordance with the Family Educational Rights and Privacy Act of 1974 as amended (Buckley Amendment). The Act protects the student’s privacy and allows students to challenge their educational records should they be inaccurate, misleading, or inappropriate. This protection extends to distance learning students. (See the *Student Directory & Student Handbook* for additional details describing records kept, release of records, process for reviewing, etc.)

**3.12 MARKETING**

Distance education students are recruited in a variety of ways—through brochures, cooperative agreements with other institutions and organizations, contacts with student advisors, listings in the schedule of classes, advertisements in Continuing Education publications, activities of the Office of University Relations (press releases, etc.) and the University’s web page. (See Appendix 3.N for samples.) Emphasis is placed on meeting student demands and interests for high quality, convenient programming delivered to eligible students supported by appropriate academic support services.

**3.13 FINANCIAL AID**

Students taking distance learning classes for academic credit must meet the same eligibility requirements for financial aid as those taking on-campus classes. Financial aid recipients must demonstrate satisfactory academic progress. (See the *University of North Alabama Bulletin* and *University of North Alabama Graduate Studies Bulletin* for details.)

**3.14 EVALUATION**

Courses offered via Distance Learning are subject to the same strict quality standards as those provided on-campus.

All courses are evaluated through various methods by the Vice President for Academic Affairs, the Director of Educational Technology Services, the Coordinator of Distance Learning, the campus curriculum committee (for new academic courses), some accrediting bodies, participating students and faculty. Responsibility for the quality of distance learning courses rests with the University of North Alabama.

## 3.14.1 Evaluation by Students

The Distance Learning Program is evaluated every semester to assess the view of students regarding both the quality of instruction and the quality of the distance learning program as a whole. Student input is solicited using a course evaluation form administered at the conclusion of each course. This instrument seeks student reaction concerning organization and presentation of the course content, interaction with the faculty member, interaction with the distance learning system (ease of use, adequacy of facilities and loan periods, interaction with personnel), access to supplemental resources, reasons for enrollment in distance learning, comparison of the quality of distance learning courses with that of on-campus classes, and suggestions for improvement. (See Appendix 3.G for copy of student evaluation form and Appendix 3.O for sample results.) Results are then analyzed and utilized in the planning process--both by the individual faculty member and the Distance Learning Program staff.

Specifically, the questionnaires are initially returned to the Distance Learning Office for preliminary compilation, review, and sharing with individual faculty members. The questionnaires are then forwarded to the Office of Research for analysis and compilation of comparative data; the Office of Research provides all distance learning faculty with a copy of the results.

For the resolution of disputes regarding academic matters, the same grievance procedures are available to distance learning students as to on-campus students. (See the *University of North Alabama Bulletin* and *Student Directory & Student Handbook*.)

## 3.14.2 Evaluation of Student Performance

In conjunction with faculty members who have taught and/or are teaching in the Distance Learning Program, the Distance Learning Advisory Committee is charged with the responsibility of studying and making recommendations about procedures for the assessment and evaluation of student performance. The Committee is also responsible for developing recommendations that outline the University’s expected educational results and how these results are to be ascertained for all distance learning activities.

## 3.14.3 Evaluation by Faculty

Participating faculty are surveyed periodically by the Office of Distance Learning to assess their perceptions of the Distance Learning Program, including personal effectiveness in utilizing the technology, appropriateness of different teaching methods for distance instruction, access to support resources, success of distance learning students as compared to on-campus students, effectiveness of interactions with the Distance Learning Program staff, and suggestions for improvement. (See Appendix 3.H for faculty evaluation forms.) Results are then analyzed by the Office of Distance Learning and utilized in the planning process. Additionally, distance learning faculty meet each semester to discuss issues related to the effectiveness of the program.

## 3.14.4 Program Evaluation

Following the first three years that a distance learning course is offered, the course is reviewed by the Coordinator of Distance Learning, the Director of Educational Technology Services, the Dean of Information Technologies, the creating faculty member, the appropriate department chairperson and dean, and the Vice President for Academic Affairs. Factors reviewed are the currency and relevance of the course content, instructional design of the course, resource materials used, the appropriateness of the delivery system used, needed revisions, faculty and student evaluations, and the level of success in achieving appropriate educational outcomes. If the decision is made to discontinue a particular distance learning course, all content in the various formats (including videos, audiocassettes, or electronic media) is to be erased or otherwise destroyed.

**3.14.5 Goal Evaluation**

In accordance with the *University’s Plan for Institutional Effectiveness*, early in the fall semester of each academic year, a subcommittee of the Distance Learning Advisory Committee reviews the mission statement and written goals of the Distance Learning Program and makes recommendations concerning continuance or revision of these goal statements. Each spring an internal progress report is prepared which evaluates and documents efforts to meet the distance learning goals. Every third year a triennial report is prepared for submission to the Office of Research, Planning, and Institutional Effectiveness. The triennial assessment summarizes progress made in achieving the stated goals and includes a review/evaluation of the research activities for collecting data. This evaluation process is a part of the total university institutional effectiveness plan.

**3.14.6 Future Evaluation Plans**

The Distance Learning Advisory Committee is charged with the responsibility of developing and maintaining a plan for collection of data regarding distance learning activities, including the statistics to be kept, the analyses to be performed, and the reporting mechanisms to be used. Factors considered are how to record and compare student retention rates, how to use the data in the planning and evaluation process, how to evaluate the data collecting activities, and how the plan ties into the overall university institutional effectiveness program.

The Distance Learning Advisory Committee is also responsible for recommending the review process to be used to determine if the delivery systems, instructional design, and resource materials being used are appropriate for the programs offered, as well as the means for determining if the University is providing a sound learning environment for distance learning students and if the technology being used is enhancing student learning.

4. DISTANCE LEARNING PROGRAM

PERSONNEL POLICIES

# 4.1 ORGANIZATIONAL STRUCTURE

The Board of Trustees for the University of North Alabama is responsible for approving the number and types of degrees; the number and nature of departments, divisions, schools or colleges through which the curriculum is administered; and the extent to which the University should offer distance learning programs. (SACS *Criteria*, 4.3.2, 4.3.4)

Organizationally, the Distance Learning Program, under the guidance of the Coordinator of Distance Learning and the Coordinator of Academic Technology, is supervised by the Director of Educational Technology Services, who in turn answers to the Dean of Information Technologies, the Vice President for Academic Affairs, and ultimately to the President of the University. (See Appendix 4.A for organization chart.) The Distance Learning Advisory Committee is a standing university committee concerned with monitoring and recommending policies and procedures for the University’s distance learning program. The committee consists of the Director of Educational Technology Services, as chairperson; two faculty members from each of the Colleges of Business, Education, and Nursing and Allied Health; four faculty members from the College of Arts and Sciences; one librarian; one member from Enrollment Management; two faculty members elected by the Faculty Senate; two members of the student body selected by the Student Government Association; and such other employees of the University that the President may appoint. This committee reports to the Vice President for Academic Affairs.

The responsibilities of all key positions involved in the Distance Learning Program are outlined in the Academic Policies section of this policy manual. Resumes indicating the qualifications of these persons are on file in Office of the Vice President for Academic Affairs and in the Office of Human Resources and Affirmative Action*.*

# 4.2 FACULTY

The faculty approved to teach in the Distance Learning Program are selected based on interest, qualifications, and adaptability of course content for distance learning delivery methods. These faculty meet the same criteria as teachers for campus-based courses in the areas of academic credentials, workloads, and accessibility to students. (See Appendix 4.B for list of faculty who have taught or are currently teaching in the Distance Learning program.) Resumes for distance learning faculty, which verify qualifications for teaching their particular courses, are on file in the Office of the Vice President for Academic Affairs. Priority for teaching distance learning courses is given to full-time faculty. If utilized, adjunct faculty must be reviewed and approved as possessing a combination of appropriate academic credentials and experience in the discipline in which the course is being taught.

Any faculty member developing a distance learning course that involves the taping of his or her classroom lectures is given first priority in teaching that course through the Distance Learning Program. Another faculty member may use a faculty member’s videotaped classroom lectures only if written approval is obtained from the faculty member who developed the course.

**4.2.1 Workload**

As of April 2001, the development and teaching of distance learning courses became a part of the faculty member’s workload. In an event where an overload is created, the department chair will complete an Overload Form for the faculty member and forward it through the appropriate chain of command. If a distance learning course will be taught be an adjunct faculty member, a Departmental Appointment Request Form should be completed, again forwarding it through the appropriate chain of command.

**4.2.2 Faculty Expenses**

Faculty may incur expenses directly related to distance learning activities—such as long distance phone charges, postage, and mileage for travel to off-campus sites. In order for the appropriate budget to be charged, faculty must obtain prior approval from the appropriate department chairperson and the Director of Educational Technology Services before such expenditures can be made.

**4.2.3 Faculty-Student Interaction**

It is essential that distance learning courses provide an adequate system of interaction between teacher and students. Each faculty member must provide adequate means of communication with distance education students, indicating communication options on the course syllabus and emphasizing these in class presentations. Course instructors might provide students with phone numbers and office hours, fax numbers, post office addresses, and/or with their e-mail address for individual private discussions. In cases where there are class meetings (such as interactive compressed video), a period of time before or after class or during a break may be used to discuss more general concerns of distance learning students. The Office of Distance Learning maintains copies of syllabi and other records of communication options for the individual distance learning faculty. Since regular and timely feedback from course instructor to student is crucial for the success of the distance learning program, faculty must provide an appropriate amount of feedback to distance learning students.

**4.2.4 Faculty Development and Support**

Faculty development and support are key to the long-term success of the distance learning program. Without the requisite skills and resources to adapt to new teaching and learning environments, faculty will be unable to respond to the demands of the distance learning program. By accepting assignment to teach a distance learning course, the faculty member agrees to participate as necessary in training sessions regarding using electronic media, promoting student interaction, and managing situations unique to the delivery of distance education.

In support of the needs of distance learning faculty, the Office of Educational Technology Services provides instructional programs and access to the necessary technical and communication resources to facilitate faculty development of skills in classroom management and technology-based instructional design. The University seeks to provide support in such areas as instructional design, video production, graphics production, access to authoring tools, and other computer-based resources. Information on effective instructional strategies is included in faculty training and support materials. (See Appendix 4.C for sample instructional materials provided for Distance Learning teachers.)

Additionally, distance learning faculty meet together formally each semester to discuss issues related to the effectiveness of the program.

Each new distance learning faculty member receives a copy of the *Instructor’s Notes*, a booklet outlining program guidelines, providing forms, etc. Additionally, faculty are provided a copy of the *Distance Learning Library Services* brochure which outlines special services available to both the student and faculty member involved in distance learning. (See Appendices 4.D and 4.E.)

**4.2.5 Faculty Evaluation**

Faculty are evaluated according to the guidelines presented in the *UNA Faculty Handbook*. These procedures include both course evaluations by students and goal evaluations handled within the individual departments. Presently, the Distance Learning staff conduct an additional survey of the students, gathering opinions regarding interactions with the faculty, availability and usefulness of course materials, and suggestions for the future. Results are used for improvement of the faculty and of the educational program.

The Distance Learning Advisory Committee will review regularly the Distance Learning Faculty and Student Evaluation Forms to assure compliance with the university’s evaluation procedures and the gathering of appropriate data.

**4.3 DISTANCE LEARNING PROGRAM STAFF**

**4.3.1 Evaluation**

The interaction of the Distance Learning staff with students and faculty members is evaluated regularly through the distance learning course evaluation forms. Additionally, all staff members are evaluated annually using the standard procedure described in the *Staff and Service Employees’ Personnel Handbook*. Administrators as well as staff members are evaluated. These evaluations are used to support professional development planning, performance improvement, and occasionally, in determining merit salary increases.

5. DISTANCE LEARNING PROGRAM

STUDENT SUPPORT SERVICES POLICIES

It is important that the Distance Learning Program and/or individual courses provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty and student interaction, prerequisite technological competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies. Much of this information is supplied via the university bulletins (undergraduate and graduate), individual course syllabi, the UNA Web page (<http://www.una.edu)>, the Library Services Web page (<http://www2.una.edu/library>), and through other printed literature.

# 5.1 ADMISSION

Distance learning students are subject to the same admission requirements as traditional on-campus students. (See the *University of North Alabama Bulletin* and *University of North Alabama Graduate Studies Bulletin*.) Admission criteria help ensure that students possess the appropriate background, knowledge, and technical skills required for undertaking a particular course or program.

**5.2 REGISTRATION**

Registration policies and procedures are found in the *University of North Alabama Bulletin*, the *University of North Alabama Graduate Studies Bulletin,* and in the *Schedule of Classes & Exams*.

# 5.3 ADVISEMENT

Students enrolled in distance learning courses are entitled to all student services, including advisement. Information concerning academic advisement is provided in both the printed versions of the *University of North Alabama Bulletin* and the *University of North Alabama Graduate Studies Bulletin* and through the University’s web page ([**http://www.una.edu**](http://www.una.edu)). These resources provide rules and guidelines for all students enrolled at the University of North Alabama.

Advisement is required prior to registration. If a distance learning student has no assigned advisor, the Coordinator of Distance Learning Services will arrange for one. Academic department chairpersons and college deans assist in the advising of distance learning students.

If a student needs advisement from the individual course instructor, options for contact include telephone, e-mail, telefacsimile, or personal visits during office hours. These options are explained in the course syllabus. For courses conducted over the interactive video system, time may be available at the end of class for advising.

# 5.4 COUNSELING

# Information concerning orientation, course and degree offerings, financial aid, academic advising, library services, UNA student regulations and policies, health services, disabled student services, and campus events is available through the University’s web page (<http://www.una.edu)>.

If a distance learning student needs individual counseling, the Coordinator of Distance Learning can direct his or her inquiries, or students may directly contact the Office of Student Life, the Office of Career Services, or University Health Services.

**5.5 FINANCIAL AID**

Financial aid for distance learners is governed by the same rules and regulations as for on-campus students. For more information, see the *University of North Alabama Bulletin* and the *University of North Alabama Graduate Studies Bulletin*.

# 5.6 ACCESS TO LIBRARY SERVICES AND OTHER LEARNING RESOURCES

Library services are provided to distance learners through a variety of means, including the online catalog, the library web page (<http://www2.una.edu/library)>, and through one-to-one contract with either the reference department ([crreynolds@una.edu](mailto:)) or the User Services Coordinator ([dlthompson@una.edu](mailto:dlthompson@una.edu)).

Library services are outlined in the brochure, *Distance Learning Library Services*. This brochure is distributed to each student as he or she checks out course instruction videotapes. More detailed information is made available through the library web page, which is publicized to the distance learning faculty and students. Additional information about conducting library research at a distance, requesting materials through interlibrary loan, borrowing privileges, etc. may be obtained by contacting the User Services Coordinator, (256) 765-4625, (dlthompson@una.edu).

Remote access is provided to the web-based online catalog, to numerous licensed databases such as InfoTrac’s Searchbank, and to such services as interlibrary loan. Extensive links to significant reputable Internet sites are provided through the Library’s web page. Library instruction opportunities are available on campus and are also provided via the Web and through video. (See Appendices 5.A through 5.D for copies of the Distance Learning Library Policy, the *Distance Learning Library Services* brochure*,* the NAAL Policy Statement “Responsibilities of Academic Institutions for Library Services Supporting Distant Education,” and ACRL Guidelines for Extended Campus Library Services.)

# 5.7 MATERIALS DELIVERY

Delivery of library resources is addressed in the distance learning section of the library web page*.*

Distance Learning students who register for videotape classes are encouraged to visit the campus to pick up their videotapes during the first day of regular classes in each semester during the normal business hours of the Learning Resources Center, 8:00 a.m. to 10:00 p.m. Included with the tapes are the class syllabus, test schedule, handouts, the brochure outlining library services, and a letter from the Distance Learning office explaining procedures and giving the student information on contacts for assistance. Students who for reasons of distance or time are unable to pick up their materials in person receive them either via U.S. mail or United Parcel Service from the Office of Distance Learning for a postage and handling fee of $1.50 per tape. The amount of this fee is subject to change. (See Appendix 5.E for sample letters to students.)

In general, syllabi and handouts for videoconference classes are sent via U.S. mail to off-campus sites by the Office of Distance Learning in coordination with the individual faculty member. A facsimile machine is available at all off-campus sites. On occasion, last-minute materials may be faxed to be photocopied by personnel at the off-campus site and then distributed to the students.

# 5.8 COMPUTER SERVICES

All UNA students, including those enrolled in distance learning classes, are assigned a UNA computer account. This provides e-mail capabilities, including online contact with faculty and other university personnel. However, if accessed remotely, the student assumes any long distance telephone charges. Students may choose to subscribe to a commercial Internet supplier to have graphical access to UNA’s web page and other resources. Any activities conducted over a UNA Internet account are subject to the University’s policies as contained in the University of North Alabama Information Technologies Acceptable Use Statement (<http://www2.una.edu/compcenter/statement.html>) and to state and federal law. (See Appendix 5.F for acceptable use statement.)

# STUDENT TRAINING

Students enrolled in Distance Learning classes have the same individual responsibility for coursework as students in “regular” classes, but because of the special needs of Distance Learning students, some additional help is provided.

Specific course information and coping strategies are provided (a.) in the introductory tape of every videotaped class, (b.) in the course information section for every Internet class, and (c.) at the time of the initial class meeting for videoconference classes. Dual enrollment classes provided for high school students are given still more individual attention--each teacher visits the high school campus at least once for a “face-to-face” meeting. This meeting is intended to help ease the students’ transition from high school classes to college classes, to help thestudents understand their responsibilities in a college class, and to help ease the intimidation students may feel when confronted with new technology.

In addition, the Office of Distance Learning has produced, in cooperation with Developmental Services, a series of “Study Skills” videotapes which are held on reserve in Collier Library, the Learning Resources Center, and the Academic Resource Center. The tapes provide useful information for students who may be returning to the university after several years’ absence from the classroom, a circumstance which is common for Distance Learning students. Among the videotapes are (1) Study Skills (an overview), (2) Note-taking, (3) Time Management, and (4) Focus on Finals (test-taking strategies).

Distance Learning personnel work to establish a relationship with the students through personal contact, through telephone calls, and through correspondence via mail and e-mail. Students are encouraged to visit, telephone, or write the Office of Distance Learning if they have any questions about their class. Distance Learning personnel always respond promptly to student inquiries, either by providing assistance directly or by directing the students to the appropriate resource on or off campus.

# 5.10 TEST PROCTORING

Faculty members are encouraged to utilize the class management program purchased by the University to administer online tests. For those distance learning faculty members who prefer tests administered in person, the Office of Distance Learning schedules exam periods in the Stevens Hall Auditorium. Four two-day testing periods are offered throughout the semester, and one two-day test session is scheduled for finals. Distance learning students may take their tests any time between 8:00 a.m. and 9:00 p.m. during the scheduled exam periods. The testing schedule is distributed to students when videotapes are issued (or, in the case of Internet classes, at the time the student receives instructions for accessing the designated Web site for the class). The Coordinator of Distance Learning is responsible for the security of all printed test materials. Locally, the written tests are proctored by the Coordinator of Distance Learning, the Graduate Assistant in Distance Learning, or the Library Technical Assistant.

Videotape and Internet students who are unable to come to campus to take exams may be allowed to arrange for an off-campus proctor. The proctor must be approved by the Coordinator of Distance Learning and the individual faculty member. The Office of Distance Learning is responsible for sending materials directly to the proctor. (The distance learning student does not have access to the materials at any time except under the supervision of the designated proctor.) The proctor then returns all material in an enclosed postage paid envelope. (See Appendix 5.G for sample of Proctor Letter and Certification Form.)

For videoconference classes, tests are proctored by the usual room monitor for off-campus sites. This monitor may be a university graduate assistant, a high school teacher’s aide, or, in the case of IITS classes, a designated room coordinator.

# 5.11 DEVELOPMENTAL SERVICES

The Office of Student Life makes available developmental services, including assistance to students with physical, learning, or psychological disabilities; educational counseling on such topics as time management, test anxiety, and note-taking; study skills workshops, and limited counseling services. Tutoring and enrichment opportunities are available on campus through the Academic Resource Center. These services and facilities are available to students enrolled in the Distance Learning Program.

# 5.12 CAREER SERVICES

Students needing assistance with employment questions (career counseling, resume preparation, job placement, etc.) may contact the Office of Career Services directly.

6. DISTANCE LEARNING PROGRAM

**FISCAL POLICIES**

# 6.1 TUITION

Distance learning students are currently charged at the same tuition rate as on-campus students. No out-of-state fees are incurred.

In the spring of 1998 the Distance Learning Advisory Committee recommended that an additional $30 per course fee be assessed to help cover ongoing distance learning development and technology costs. Having been approved by the university administration and Board of Trustees, this fee took effect in the fall of 1998. (See Appendix 6.A for Board Resolution and Resolution Summary.)

# 6.2 CONTRACTS

All employment contracts for teaching in the Distance Learning Program follow normal university procedures as outlined in the *UNA Faculty Handbook*.

Guidelines regarding tuition, credit hours, fees, etc. for courses taught via the IITS are outlined in the *IITS Policy & Procedure Manual*. (See Appendix 3.F.)

**6.3 BUDGET**

The Distance Learning Program at the University of North Alabama is financed through the same budgeting process used for other university programs. The Distance Learning Program receives a separate budget each year. (See Appendix 6.B for a sample Distance Learning Budget request.)

7. DISTANCE LEARNING PROGRAM

**LEGAL POLICIES**

It is the responsibility of the Vice President for Student Affairs and University Counsel to

coordinate all legal matters for the University and to disseminate relevant legal information to appropriate university divisions in a timely manner.

# 7.1 FAIR USE

Distance learning courses that involve the performance and display of audiovisual and other copyrighted works are guided by the Educational Fair Use Guidelines for Distance Learning. (See Appendix 7.A.)

# 7.2 COPYRIGHT

A faculty member has the right to trademark or copyright any literary material and to patent any invention unless duties of the employment contract or program agreement charge the employee with, or include, the duty of producing material for the University to copyright or trademark or to develop an invention for the University to patent. The University shall own copyrighted or trademarked materials or patented inventions developed totally or partially on university time with the use of university materials or facilities or with university funding. (See *Faculty Handbook* for patent policy.)

In special circumstances, faculty members may negotiate with the University concerning copyright, patent, and trademark issues.

# 7.3 INTELLECTUAL PROPERTY

See Appendix 7.B for a copy of the University’s Policy on Faculty Produced Materials, Books, and Lab Manuals.

# 7.4 APPROPRIATE USE OF COMPUTER RESOURCES

Use of university owned computer resources is governed by the University of North Alabama Information Technologies Acceptable Use Statement. (See Appendix 5.F.)

(http://www2.una.edu/compcenter/statement.html)

# 7.5 OUTSIDE EMPLOYMENT/CONFLICT OF INTEREST

No UNA course may be offered by a faculty member for another college, university, agency or private corporation without the written permission of the Vice President for Academic Affairs. Additional guidelines concerning outside employment appear in the *UNA Faculty Handbook*.

# General Distance Learning Policies

1. Distance Learning classes offered at the University of North Alabama will be courses produced by UNA faculty, or will be professionally produced programs licensed through the Public Broadcasting System, Adult Learning Services or some other professional organization/agency and facilitated by faculty at UNA.
2. The Vice President for Academic Affairs, in consultation with the appropriate faculty member(s), department head(s), and dean(s), has final authority in deciding the courses to be included in the Distance Learning Program.
3. The Distance Learning Program will be evaluated every semester to assess the view of students regarding the quality of the programming and the quality of instruction.
4. Faculty teaching in the Distance Learning Program will be surveyed periodically to assess their perceptions of the program.
5. The development and teaching of Distance Learning courses will be part of a faculty member’s workload. In an event where an overload is created, the department chair will complete an Overload Form for the faculty member and forward it through the appropriate chain of command. If a Distance Learning course will be taught by an adjunct faculty member, a Departmental Appointment Request Form should be completed, again forwarding it through the appropriate chain of command.
6. Distance Learning courses which involve the performance and display of audiovisual and other copyrighted works must adhere to the Educational Fair Use Guidelines for Distance Learning. (Copies of the guidelines are available through Educational Technology Services.)
7. Faculty developing Distance Learning courses that involve the taping of their classroom lectures will always have first priority in teaching the courses through the Distance Learning Program. A faculty member’s videotaped classroom lectures may only be used by another faculty member if written approval is obtained from the faculty member who developed the course.
8. A faculty member has the right to trademark or copyright any literary material and to patent any inventions unless duties of the employment contract or program agreement charge the employee with, or include, the duty of producing material for the University to copyright or trademark or to develop an invention for the University to patent.
9. Copyrighted or trademarked materials or patented inventions developed totally or partially on university time with the use of university materials or facilities or with university funding shall be owned by the University.
10. In addition to developing the course, the faculty member will participate as necessary in training sessions regarding using electronic media, promoting student interaction in Distance Learning, and managing situations unique to the delivery of Distance Education.
11. Distance Learning courses must maintain sufficient enrollment to be taught and are subject to the same course deletion policies as are all courses offered by the university.
12. Priority for teaching Distance Learning courses will be given to full-time faculty.
13. Three years after its implementation, the Distance Learning course will be reviewed by the Director of Educational Technology Services, the Dean of Information Technologies, the creating faculty member, the appropriate department head and dean, and the Vice President for Academic Affairs. Should the faculty and the university agree that the Distance Learning course should be discontinued, all content in the various formats (including videos or audiotapes, or electronic media) will be erased.
14. All Distance Learning courses will be conducted in accordance with the established policies and procedures of the University of North Alabama. Please refer to the current copy of the *University of North Alabama Bulletin* and the *Faculty Handbook* for specific information regarding these policies.

**Appendix II: Internet Classes**

Not all of the following classes are offered every semester. For current class availability, please consult the UNA Course Schedule or contact the Office of Distance Learning at (256) 765-4651 or 1-877-765-6110 or via email at [bhwilson@una.edu](mailto:bhwilson@una.edu)

**AC 390 – Accounting Information Systems**

Fundamentals of both manual and computerized accounting systems with emphasis on transaction processing, internal controls, information retrieval, and design considerations. Prerequisites: AC 292; CIS 125 or equivalent. [For additional information please visit the College of Business](http://business.una.edu/).

**BE 611 – Seminar in Business Education**

Methods and techniques of evaluating significant research studies and literature to guide the practical school use. [For additional information please visit the College of Education](http://www.una.edu/education/).

**BL 240 – The Legal Environment of Business**

A broad study of public and private law areas as they govern present-day business. The public law study includes the system of jurisprudence, sources of law, constitutional law, international transactions, consumer and employee protection, and a wide range of governmental regulation of business. The study of private law includes contracts, business organizations and agency, torts, and product liability. [For additional information please visit the College of Business](http://business.una.edu/).

**BL 380 – Law of Commercial Transactions & Property**

A study of commercial transactions under the UCC, including sales, commercial paper, secured transactions, and bank-customer relations. The course also covers fundamental principles of the law of real and personal property, insurance, and estates and trusts. Prerequisite: BL 240. [For additional information please visit the College of Business](http://business.una.edu/).

**BL 381 - Business Law for Entrepreneurs**

This course covers the essentials of forms of organization including partnerships, corporations and limited liability companies. Surveys recent laws that affect small business owners as employers and as traders in international transactions. Also includes an emphasis on intellectual property, business ethics, and law in cyberspace, as such impact entrepreneurial ventures. Prerequisite: BL 240. [For additional information please visit the College of Business](http://business.una.edu/).

**BL 480 - Contemporary Business Law**

A comprehensive review of law subjects, including commercial transactions (sales, commercial paper, and secured transactions) under the UCC, real and personal property, contracts, governmental regulation, estates and trusts, business ethics, and business organizations. Special emphasis is placed on the law topics in the CPA examination. Prerequisite: BL 240. [For additional information please visit the College of Business](http://business.una.edu/).

**CHD 604 – Human Growth & Development**

An in-depth study of physical, mental, social, and emotional development from conception to death, with emphasis on age-levels generally encountered in school and community settings. [For additional information please visit the College of Education](http://www.una.edu/education/).

**CIS 125 – Business Applications of Microcomputer Software**

A study of microcomputer software and its application to a business environment. Included in the study will be data management, analysis, and spreadsheet software programs. [Registration permit request form](http://www2.una.edu/cis125/). [For additional information please visit the College of Business](http://business.una.edu/).

**CIS 240 – Word Processing Applications**

Further development of concepts of word processing. Implications of word processing on procedures and personnel in performing the basic information processing functions of origination, production, reproduction, distribution, and storage are addressed. Microcomputers are used to prepare documents with advanced word processing features. Prerequisite: CIS 125.

**CIS 376 – Web Development**

Introduction to Web development (design and creation) using current standards for client-side content deliver (e.g., XHTML and CSS). Students will learn to create and publish a multi-page, static-content website using associated applications. Special focus is given to user interface design, data presentation, and data organization. Prerequisites: CIS 225, 236 (with a grade of C or higher in both). [For additional information please visit the College of Business](http://business.una.edu/).

**CJ 250 – Introduction to Criminal Justice**

A survey of the elements of the criminal justice system including the nature and definition of criminal law, the functions of the police, courts and corrections as subsystems and their interrelationship within the total system. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**CJ 606 – Contemporary Issues in Juvenile Justice**

An analytical approach to the controversies surrounding the juvenile justice process, including the goals of the systems, police-juvenile interaction, juvenile adjudication, and corrections. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**CJ 610 - Nature and Function of the American Judicial System**

Structure and function of the American judicial system; judicial process, ethics and decision making in the criminal and juvenile courts. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**CJ 634 - Advanced Criminal Procedure**

Investigation, pretrial procedure, trial procedure and sentencing, post-trial motions, appeals, reviews, and remedies in the criminal courts. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**CJ 650 - Criminological Theory**

A critical analysis of the major criminological theories and their empirical foundation with emphasis on current theory and research. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**COM 306 – Interpersonal Communication**

Provides a functional interpretation of interpersonal communication in societal, educational, and vocational relationships. Appropriate readings and research regarding the influence of communication between two individuals in a primary focus of the course. [For additional information please visit the Department of Communications and Theatre](http://www2.una.edu/communications/).

**COM 310 – Foundations and Ethics**

Classical foundations of communication study, including study of representative philosophers and sophists. Examination of the ethical responsibilities of the communicator. [For additional information please visit the Department of Communications and Theatre](http://www2.una.edu/communications/).

**COM 314 – Mass Communication Theory**

Modern theories of mass communication messages and effects. [For additional information please visit the Department of Communications and Theatre](http://www2.una.edu/communications/).

**COM 335 - Television Appreciation: Programs and Perspectives**

Examination of the development of television programming content from 1948 to present. Students must have access to cable or satellite services for home viewing of classic television programs. [For additional information please visit the Department of Communications and Theatre](http://www2.una.edu/communications/).

**EC 251- Principles of Macroeconomics**

An introduction to basic macroeconomic principles. Analysis of the determination of national income, employment, output, and prices. [For additional information please visit the College of Business](http://business.una.edu/).

**EC 473 - United States Economic History**

The economic forces in agriculture, manufacturing, commerce, finance, transportation, and labor. The colonial age, the agricultural era, and the industrial state in America. Also listed as HI 473 but creditable only in field for which registered. [For additional information please visit the College of Business](http://business.una.edu/).

**ED 299 – Human Growth and Development**

Characteristics of and interrelationships among the physical mental, social, and emotional aspects of human growth and development. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 333 – Educational Psychology**

Individual differences, the principles of learning and the maintenance of a good learning atmosphere in the classroom. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 381 – Instructional Technology for the High School**

An introduction to the role of technology as a teaching, learning and management tool in today’s classroom. The course will develop skills needed to integrate the current technology into the instructional process, with special emphasis on using instructional software in the secondary classrooms. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 401 - Evaluation of Teaching and Learning**

The construction of classroom tests, elementary statistical treatment of test scores, and the critical evaluation of various educational measurement devices. Prerequisites for undergraduate student: ED 333, 481. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 478 – Teaching Reading in the Content Area**

The identification and evaluation of reading skills with an emphasis on developing competencies and constructing reading exercises to improve skills using the content materials of secondary school subjects. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 578 – Teaching Reading in the Content Area**

The identification and evaluation of reading skills with an emphasis on developing competencies and constructing reading exercises to improve skills using the content materials of secondary school subjects. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 581 – Educational Technology**

An introduction to the role of technology as a teaching, learning and management tool in today’s classroom. The course will develop skills needed to integrate the current technology into the instructional process, with special emphasis on using instructional software in the secondary classrooms. [For additional information please visit the College of Education](http://www.una.edu/education/).

**ED 601 – Methods of Educational Research**

Study of the methods and techniques of research used in the educational and social sciences. Attention is given to the theoretical and practical basis of research along with the fundamentals of problem identification, hypothesis, sampling, instrumentation, and data collection. [For additional information please visit the College of Education](http://www.una.edu/education/).

**EED 678 – Practicum in Elementary Education K-6**

Supervised laboratory and field experiences in diverse K-6 public school settings. Emphasis is placed on meeting the technology knowledge and skills and the diversity elements as defined by the State Board of Education and NCATE standards. [For additional information please visit the College of Education](http://www.una.edu/education/).

**EEX 350 – Classroom Management**

An overview of theory and practice in establishing and maintaining classroom environments that maximize the learning experience. Overview of popular approaches to maintaining discipline and managing the classroom experience. Survey of data-based approaches to program design and individualization of instruction. Emphasis on applied behavior analysis techniques for control of classroom behavior and for accelerating academic learning. [For additional information please visit the College of Education](http://www.una.edu/education/).

**EEX 605 – Survey of Students with Disabilities**

Introduction to the definitions, causes, characteristics and programs for students with cognitive, behavioral, social and physical disabilities. [For additional information please visit the College of Education](http://www.una.edu/education/).

**EN 111 – First Year Composition I**

An introduction to expository writing, rhetoric, and reading. The acquisition of the basic skills in standard English is stressed. Grades in EN 111 are A, B, C, NC (no credit). Students receiving a grade of NC must repeat the course. [For additional information please visit the Department of English](http://www.una.edu/english/).

**EN 112 - First-Year Composition II**

A continuation of training in expository writing and reading, stressing the acquisition of higher-level skills in standard English and the introduction to the basic tools and processes of academic research. Grades in EN 112 are A, B, C, NC (no credit). Students receiving a grade of NC must repeat the course. (See Department of English narrative) Prerequisite: EN 111. [For additional information please visit the Department of English](http://www.una.edu/english/).

**EN 231 – Literature of the Western World (Part I)**

A survey of selections from the great literature of the Western World, covering major writers of the Ancient World, the Middle Ages, and the Renaissance. [For additional information please visit the Department of English](http://www.una.edu/english/).

**EN 232 – Literature of the Western World (Part II)**

A continuation of the study of the great works of the western world, covering writers from the Neoclassic to the Modern Ages. [For additional information please visit the Department of English](http://www.una.edu/english/).

**EN 403 – Shakespeare**

Major plays for understanding and appreciation. [For additional information please visit the Department of English](http://www.una.edu/english/).

**EN 503 – Shakespeare**

Major plays for interpretation, understanding, and appreciation. [For additional information please visit the Department of English](http://www.una.edu/english/).

**FI 393 - Financial Management**

Valuation of stocks and bonds risk and rates of return; topics in capital budgeting, cost capital, working capital management, and ratio analysis. Prerequisites: AC 291, 292; EC 251, 252; QM 292. [For additional information please visit the College of Business](http://business.una.edu/).

**GE 102 – World Regional Geography**

[For additional information please visit the Department of Geography](http://www.una.edu/geography/).

**GE 111 – Principles of Physical Geography I**

Study of the physical features of the earth's environment pertaining to weather, climate, biomes, and soils with an emphasis on the interrelated processes that shape these features and the resulting distributions and global patterns that occur. [For additional information please visit the Department of Geography](http://www.una.edu/geography/).

**GE 260 – Human Geography**

A conceptual approach to the study of humans, their distribution, economic systems, behavior patterns, value systems, and environmental perceptions, with emphasis given to the resulting patterns of cultural landscapes that characterize the earth. [For additional information please visit the Department of Geography](http://www.una.edu/geography/).

**GE 601 - Physical Geography for Teachers**

Considers the spatial aspects of climate, vegetation, soils, and landforms with special emphasis given to map use and map interpretation skills. [For additional information please visit the Department of Geography](http://www.una.edu/geography/).

**HES 342 – Nutrition**

Food requirements for different individuals, nutritive values of food, diet planning, and the relation of food to positive health. [For additional information please visit the College of Education](http://www.una.edu/education/).

**HI 101- Survey of World Civilization to 1500**

A survey of major world civilizations from the earliest times to 1500. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 102 – Survey of World Civilizations Since 1500**

A survey of major world civilizations from 1500 to present. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 201 – United States History to 1877**

The European background, colonial developments, establishment of the Nation, the Federalist and Jeffersonian periods, the westward movement, sectionalism, and the Civil War and Reconstruction. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 202 – United States History Since 1877**

A continuation of the survey course, emphasizing industrial development, urbanization, labor and agrarian movements, the progressive era, imperialism, World War I, the 1920s, the New Deal, World War II, and the period after the second World War. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 301W - History and Historical Research**

The nature, basic concepts, and methods of history as a profession, historical thinking, research and writing skills, and historiography. This course is intended for history and social science majors and history minors. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 424 – European Pop Culture 1500-1800**

This course explores the lives of common people during the early-modern period. It focuses on how ordinary people made sense of their world – what people thought, how they thought, and how they expressed such thought in behavior. Topics of study include family and community structure, poverty, criminality and violence, oral traditions, popular religion and beliefs, rituals, popular protest and rebellion, witchcraft and vampires, the development of manners, as well as the impact that the political, economic, social, and intellectual changes of the period had on popular culture. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 451- American Revolution, 1763-1789**

A study of the origins, nature, and consequences of the American Revolution from the middle of the 18th century to the ratification of the federal Constitution. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 473 - United States Economic History**

The economic forces in agriculture, manufacturing, commerce, finance, transportation, and labor. The colonial age, the agricultural era, and the industrial state in America. Also listed as EC 473 but creditable only in field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 478 - The Diplomatic History of the United States**

A study of the United States diplomatic relations with foreign nations since 1778 with special emphasis on American growth and development. Also listed as PS 478 but creditable only in field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 481 – Contemporary United States Foreign Policy**

A study of the United States foreign policy from World War II to the present. Also listed as PS 481 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 551 - American Revolution and United States Early Republic, 1763-1800**

A study of the origins, nature, and consequences of the American Revolution from the middle of the 18th century to the ratification of the federal Constitution. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 573 - United States Economic History**

The economic forces in agriculture, manufacturing, commerce, finance, transportation, and labor. The colonial age, the agricultural era, and the industrial state in America. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 578 - The Diplomatic History of the United States**

A study of the United States diplomatic relations with foreign nations since 1778 with special emphasis on American growth and development. Also listed as PS 578 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 579 - History of Religion in the United States**

A nonsectarian study of the role of religion in American history. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 581 – Contemporary United States Foreign Policy**

United States foreign policy from World War II to the present. Also listed as PS 581 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 490 – History of Asian Religions**

[For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 524 – European Pop Culture 1500-1800**

This course explores the lives of common people of the early-modern period (1500-1800) and how they made sense of the world. It seeks to uncover not only what people thought, but how they thought, and how they expressed such thought in behavior. Topics studied include: family and community structure, poverty, criminality and violence, oral traditions, popular religion, rituals, popular protest and rebellion, witchcraft and vampires, the development of manners, as well as the impact that the political, economic, social, and intellectual changes of the period had on popular culture. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 590 - Special Topics**

One or more carefully selected historical topics. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**HI 612 - Studies in U.S. History Since 1865**

Examination of selected historical problems of importance in American history since the Civil War with emphasis upon analysis and interpretation. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**MG 100 - Introduction to Business**

A survey course to acquaint students with the major institutions and practices in the business world, to provide the elementary concepts of business, to act as an orientation course for selecting a major, and to provide information on business career opportunities. Not open to business majors beyond the freshman year. [For additional information please visit the College of Business](http://www.una.edu/history/).

**MG 330 – Principles of Management**

[For additional information please visit the College of Business](http://business.una.edu/).

**MG 331 – Organizational Behavior & Design**

An analysis of administrative practices as applied to the business and industrial environment, with emphasis on an integration of behavioral science concepts through the study of individual and group interactions, particularly those dealing with motivation, conflict, and communication in organizations. Prerequisite: MG 330. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 335 - Leadership**

Examines the complexity of business leadership through the review and application of several leadership theories and approaches and their managerial applications from both organizational and individual perspective. Topics include leadership concepts, theories, power, motivation, communication, delegating and ethical issues. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 340 - Negotiation and Conflict Resolution**

This course will explore the concept of negotiation in numerous business environments. Attention will be paid to topics such as strategies and tactics, nonverbal communication, and ethical and cultural aspects. Other forms of conflict resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined. Also listed as MK 340 but creditable only in field for which registered. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 362 – Human Resources Management**

Evaluation of criteria for personnel programs with analysis of acquisition, development, motivation, and compensation of human resources. Prerequisite: MG 330. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 382W - Managerial Communications**

A study of communication theory as related to written, oral, and nonverbal communication. Creative, logical, and critical thinking is applied to the planning and preparation of business letters and memorandums, oral and written reports, and employment letters and resumes. Ethical, legal, and intercultural implications are discussed throughout the course. Prerequisite: EN 112 or 122. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 391 – Introduction to Entrepreneurship**

This course focuses on the introductory topics of entrepreneurship and the development of new and emerging ventures. Specific areas covered include: identifying business opportunities, conducting feasibility studies, developing the business plan, evaluating alternative ways to finance new ventures, and identifying the appropriate form of legal organization. Also includes an examination of the characteristics of successful entrepreneurs and methods for development of entrepreneurial creativity. Prerequisite: junior standing. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 420 – Operations Management**

A survey of production-operations functions; basic procedures and techniques in the design and analysis of operating systems. Prerequisites: MG 330; QM 292. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 425 - Transportation and Logistics**

An introductory course which examines transportation and logistical services which includes customer service, purchasing, distribution operations, procurement, carrier selection, negotiation and transportation cost evaluation. Also listed as MK 425 but creditable only in field for which registered. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 462 - Compensation Management**

Systematic examination of administration of wage and salary as a tool of management; use of job descriptions, job analysis, and job evaluation methods, instruction in techniques of rationalizing wage structures; analyses are made of some outstanding considerations that must be taken into account in installing and administering wage programs. Prerequisite: MG 362. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 482 – Business Communication**

A study of communication theory as related to written, oral, and nonverbal communication. Creative, logical, and critical thinking is applied to the planning and preparation of business letters and memorandums, oral and written reports, and employment letters and resumes. Ethical, legal, and intercultural implications are discussed throughout the course. Prerequisite: EN 112 or 122. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 485 - Project Management**

This course is an in-depth study of the planning, organizing, leading and controlling of projects. Students will learn how to manage both small and large projects using project management techniques. Also included in the course will be the use of the student version of Microsoft Project software. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 491 – International Business**

An advanced survey of management practices and styles in developed and developing nations along with a study of the growing opportunities and potential risks in the marketing of goods and services across international boundaries. Also listed as MK 491 but creditable only in field for which registered. Prerequisites: MG 330; MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 494 – Small Business Management**

A study of those aspects of management uniquely important to small firms, and of the economic and social environment in which they function. Also listed as MK 494 but creditable only in field for which registered. Prerequisites: MG 330; MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MG 498 – Business Policy**

Emphasis is on approach and methodology for strategic planning and policy development. Policy formulation and administration for the total organization involves integration of accounting, economics, finance, personnel and production management, and marketing discipline competencies in decision processes. Open only to senior business majors. Prerequisites: FI 393; MG 330; MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 340 - Negotiation and Conflict Resolution**

This course will explore the concept of negotiation in numerous business environments. Attention will be paid to topics such as strategies and tactics, nonverbal communication, and ethical and cultural aspects. Other forms of conflict resolution used in business, such as mediation and arbitration will also be addressed, and the design of conflict management programs will be examined. Also listed as MG 340 but creditable only in field for which registered. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 360 – Marketing**

A general survey of the functions, processes, institutions, and costs in the flow of goods and services from producers to users. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 363 – Promotion and Advertising**

A study of the role of promotion as a part of marketing communication. Provides a behavioral foundation for the study of advertising, reseller stimulation, personal selling, and other communication tools as a part of an overall promotion mix. Prerequisite: MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 395 – Entrepreneurial Marketing**

This course focuses on the marketing function of entrepreneurship and entrepreneurship in new and existing ventures. Specific emphasis is placed on establishing a strategic marketing plan within the framework of limited funds and market experience as typically experienced in new ventures and small business organizations. Includes development of strategic planning in the areas of price, customer service, business image development, location analysis, distribution, product selection and quality and promotional analysis. Prerequisite: MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 425 - Transportation and Logistics**

An introductory course which examines transportation and logistical services which includes customer service, purchasing, distribution operations, procurement, carrier selection, negotiation and transportation cost evaluation. Also listed as MG 425 but creditable only in field for which registered. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 461 - Sales and Sales Management**

Covers the field of selling as it relates to marketing. Involves a detailed study and application of the basic steps in selling: prospecting, preapproach, approach, presentation, handling objections, close, and follow-up. Prerequisite: MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 476 - Consumer and Market Behavior**

A study of the buying habits and preferences of consumers; models for explaining and predicting consumer and marketing behavior; consumer movements and attitudes with implications for marketing management policies and the business economy. Prerequisite: MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 479 – Market Research & Survey Technique**

Methods and techniques employed in business and economic research. Emphasizes sources of information, analysis, interpretation and presentation of data and reporting. Open to senior business majors only. Prerequisites: MK 360; QM 292. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 491 – International Business**

An advanced survey of management practices and styles in developed and developing nations along with a study of the growing opportunities and potential risks in the marketing of goods and services across international boundaries. Also listed as MG 491 but creditable only in field for which registered. Prerequisites: MG 330; MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 492 - Retailing**

The structure, policies and practices followed in the operation of chain stores, franchises, cooperatives, and independent retailers. Course covers store location, layout, buying, selling, pricing, merchandising, promotional strategies, and retail trends. Prerequisite: MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 494 – Small Business Management**

A study of those aspects of management uniquely important to small firms, and of the economic and social environment in which they function. Also listed as MG 494 but creditable only in field for which registered. Prerequisites: MG 330; MK 360. [For additional information please visit the College of Business](http://business.una.edu/).

**MK 498 - Marketing Management**

An integrated course that provides advanced students an opportunity to apply marketing strategies to the solution of marketing problems. Uses simulations, cases, and outside projects. Open to senior business majors only. Prerequisites: MK 363, 479. [For additional information please visit the College of Business](http://business.una.edu/).

**NU 403 – Gerontology**

The primary focus is on the biological, psychological, and sociological aspects of aging with an emphasis on community services available to the aging population. [For additional information please visit the College of Business](http://business.una.edu/).

**PHL 201 – Introduction to Philosophy**

A study of the ideas and techniques used by man in his quest for reality through an analysis of the basic problems of metaphysics, epistemology, logic, and ethics placed in historical perspective. (Offered on sufficient demand) [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PHL 205 – Ethics**

A study of ethics in everyday life with special attention to situations arising from the expansion of technology and medicine. For additional information please [visit Dr. Collins' Page](http://www2.una.edu/tcollins/) or the [Department of History and Political Science](http://www.una.edu/history/).

**PS 241 – U.S. Government and Politics**

A study of the institutions and processes of government, federalism, electoral behavior, interest groups, and the role of the mass media. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 242 – Contemporary Issues in U.S. Politics**

An examination of current major domestic and foreign policy issues. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 243 – State and Local Government and Politics**

A study of United States federalism with an emphasis on Alabama state and local government and politics. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 301 – Political Science Scope & Methods**

A study of the development of political science, its relation to the other social sciences, and the current research methodologies employed by political scientists. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 302 - Comparative Government and Politics**

A comparative study of the political forces, processes, institutions and performances of foreign political systems. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 344 – Judicial Process and Behavior**

A study of the organization and structure of courts in the United States, how cases reach the courts, the judicial decision making process, issues surrounding judicial power, interpretation and decision implementation. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 414 – Urban Politics & Administration**

[For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 478 - The Diplomatic History of the United States**

A study of the United States diplomatic relations with foreign nations since 1778 with special emphasis on American growth and development. Also listed as HI 478 but creditable only in field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 481 – Contemporary United States Foreign Policy**

A study of the United States foreign policy from World War II to the present. Also listed as HI 481 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 489 - American Political Thought**

A study focusing on American political thought from the Federalists/Anti-Federalists debates to contemporary thinkers. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 490 – Introduction to Public Administration**

Introduction to Public Administration is one of the major political science topics offered under PS 490, Special Topics. The length of time and the amount of study on each topic will determine the amount of credit earned. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 578 - The Diplomatic History of the United States**

A study of the United States diplomatic relations with foreign nations since 1778 with special emphasis on American growth and development. Also listed as HI 578 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PS 581 – Contemporary United States Foreign Policy.**

A study of the United States foreign policy from World War II to the present. Also listed as HI 581 but creditable only in the field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**PY 201 - General Psychology**

An introductory survey of major content areas in psychology: learning, sensory and perceptual processes, motivation, physiological bases of behavior, social behavior, abnormal behavior, and methods of psychology. [For additional information please visit the Department of Psychology](http://www.una.edu/psychology/).

**PY 442 - Social Psychology**

The psychology of groups and their influences on the individual. Also listed as SO 442 but creditable only in field for which registered. [For additional information please visit the Department of Psychology](http://www.una.edu/psychology/).

**SO 221 – Introductory Sociology**

A survey of major subject areas and principles of sociology. SO 221 is prerequisite to most other courses in sociology. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 222 – Current Social Problems.**

A study in social issues; contemporary social problems and their consequences, with special emphasis on American society. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 223 - Marriage and the Family**

A study of origin and evolution of the family as a social institution; the relationships of family structure to social organization; theories, functions, forms, and processes of the family in selected cultures. Also listed as WS 223 but creditable only in field for which registered. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 231 - Introduction to Anthropology**

An introductory survey of the field of anthropology, with emphasis on the prehistoric development of man and cultures. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 300 - Sociology of Sex Roles**

Analysis of social, psychological, and physiological approaches to the development of sex identity and sex roles; effect of differential socialization methods from infancy through adulthood; impact on both men and women of contemporary changes in sex roles. Also listed as WS 300 but creditable only in field for which registered. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 309 – Death & Dying**

Provides and understanding of dying, death and bereavement that will assist individuals to better cope with their own deaths and with the deaths of others. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 310 – Methods of Social Research**

An introduction to the selection and formulation of research problems; project design and sampling procedures; data collection and preparation of reports. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 330 - Juvenile Delinquency**

An analysis of the nature, causes, and extent of juvenile delinquency; and an evaluation of preventive programs. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 350 – Cultural Anthropology**

Methods and theories of cultural anthropology; ethnographic study of divergent societies throughout the world. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 403 – Gerontology**

The primary focus is on the biological, psychological, and sociological aspects of aging with an emphasis on community services available to the aging population. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**SO 423 – History of Social Thought**

Theory and methodology in social thought from ancient times to the present. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 428 – Modern Sociological Theory**

A systematic analysis of trends and developments of sociological theory since the 1920’s with emphasis on current theory and its relationship to research. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 430 – Law and Society**

Analysis of the creation and functioning of law as an element of culture and how law, in its many cultural forms, affects the structure of social institutions and human behavior. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SO 442 - Social Psychology**

The psychology of groups and their influences on the individual. Also listed as PY 442 but creditable only in the field for which registered. [For additional information please visit the Department of Sociology](http://www.una.edu/sociology/).

**SW 230 – Introduction to Social Work**

A comprehensive study of the field of social work including current social problems and related national/local issues with emphasis on the historical development of social services, the profession of social work, professional values and ethics, economic and social issues relevant to diverse poplulations, and employment opportunities in the field. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/criminaljustice/).

**SW 403 – Gerontology**

The primary focus is on the biological, psychological, and sociological aspects of aging with an emphasis on community services available to the aging population. [For additional information please visit the Department of Social Work and Criminal Justice](http://www.una.edu/socialwork/).

**WS 223 - Marriage and the Family**

A study of origin and evolution of the family as a social institution; the relationships of family structure to social organization; theories, functions, forms, and processes of the family in selected cultures. Also listed as SO 223 but creditable only in field for which registered. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).

**WS 299 – Human Growth and Development**

Characteristics of and interrelationships among the physical mental, social, and emotional aspects of human growth and development. [For additional information please visit the Department of History and Political Science](http://www.una.edu/history/).