

World Campus Administrative Manual

The purpose of this manual is to guide World Campus administrative practices and to communicate information about those practices to Academic Partners and the University community as a whole. The dynamic nature of distance teaching and learning makes the process of establishing and documenting appropriate procedures and standards challenging. In this environment, procedures and standards of necessity change rapidly and repeatedly to reflect new and developing technologies, innovations, services, and expectations. In order to ensure a dynamic response to changing conditions, the material presented here will be reviewed and revised regularly in collaboration with the Transforming Education Steering Committee.

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Section 1: Statement of Purpose

World Campus is a distinct campus of the University. It works University-wide with Academic Partners to create a unique, high-quality learning environment that meets and supports the needs and circumstances of adult and distance learners.

World Campus is guided by the following considerations:

- It embodies the same quality of instruction in the online learning environment as that provided on campus.
- It is driven by learner needs and market demand.
- It is programmatic, emphasizing for credit degrees and certificates.
- It uses a team approach that brings faculty and professional staff together in a synergistic context to create a new logic and complementarity among courses in a program.
- It is learner-centered, giving distance learners greater control over the time and place of study.
- It emphasizes and encourages communication and interaction among learners and between learners and faculty, an essential element in creating a learning community among people at a distance.
- It provides distance learners with a wide range of learning resources.
- It should encourage inquiry and active learning, helping students seek information to solve problems, decide and define values around real-world issues that apply to each individual's work and community environment.
- It uses a variety of web-based technologies to create a rich environment for individual study, collaboration, and inquiry.

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Section 2: Guiding Principles

Through innovative, web-based technology, World Campus integrates four activities that support the learning environment:

- Presentation of instructional content.
- Resources for inquiry and research.
- Dynamic communications between and among students, faculty, subject experts, and resources.
- Evaluation and assessment.

World Campus complements the work of Penn State's campuses, and serves the specialized needs of individual learners and organizations. It provides access to support services and other University resources that allow World Campus students to participate to the fullest extent possible in the life of the University.

World Campus is a significant innovation within a university that already has well-established and fine-tuned policies and procedures to guide academic programming in a more traditional environment. To optimize the development of distance learning, the World Campus' relationship to the established policies and culture of the academic community must be understood. The following principles have guided its institutionalization within the academic and policy environment of Penn State.

- World Campus is the institutional delivery system of the University that extends the programs and expertise of Penn State Academic Partners through technology and associated student support services to new communities of learners.
- World Campus offers not simply a collection of programs, but rather the resources of the University to students at a distance.
- World Campus is the central administrative mechanism by which the University offers credit courses via technology to off-campus students nationally and internationally.
- World Campus reflects the Penn State philosophy of making no distinction of credits based on the mode of delivery.
- The development and delivery process for World Campus programs reflects three characteristics: quality, accessibility, and responsiveness to market demand.
 - The quality of World Campus offerings must follow the reputation of the University, and the reputation of the individual Academic Partner.
 - Programs must be directed to an identifiable audience and be accessible to that audience.
 - Program selection, design, and pricing are based on need and demand within the market and relative availability of resources and expertise within the University.
- World Campus includes a variety of programs at both the undergraduate and graduate level, including certificates, degrees, and other program services that meet educational needs.
- World Campus is a self-supporting unit that funds its expenses and returns a substantial part of gross revenue to the participating academic departments.

Section 3: Policy AD55 - Role of World Campus

Purpose

The Department of Distance Education/World Campus was created to provide a single University-wide administrative unit to support academic units in the delivery of courses and programs that use technology as the primary delivery method to serve off-campus students. In this context, programs may include credit and non-credit certificate programs, undergraduate and graduate degree programs, and individual courses, non-credit workshops, seminars, and other formal and non-formal learning opportunities, and related services. Audiences for these programs consist of individuals and groups of learners studying at home or at worksites nationally and internationally, as well as part-time students who participate in Distance Education programs through the facilities at Penn State locations.

The purpose of this policy is to ensure high quality program design and delivery, financial accountability, and student services in all distance education programs that use technology to serve off-campus students through the Department of Distance Education.

Policy

The Department of Distance Education/World Campus will be the single delivery unit for academic programs and courses originating through and approved by a Penn State academic unit, using the name of the University, that use technology as the primary delivery method to serve off-campus students.

This policy does not apply to the following:

- Programs offered by Campus Colleges to worksites or other receiving sites within their accepted geographic service area for continuing education.
- Inter-campus delivery of programs to support resident instruction or continuing education where the student registration is administered by the local campus.
- Intra-campus use of technology to enhance on-campus courses.
- Inter-institutional service programs, such as programs in which residential students at two institutions share a common course delivered via technology.
- Programs using technology in support of traditional educational events that are delivered primarily at a single site, whether at a campus or other location.

NOTE: While this policy provides for these exceptions, the Department of Distance Education/World Campus will provide consultation and access to its services and faculty development programs to support exempted programs if requested.

Procedures

Distance Education/World Campus has been identified as a "location" of the University for the purpose of integrating it into the academic approval process. Academic units wishing to offer undergraduate and graduate degree programs off-campus through Distance Education/World Campus will seek academic approval to offer the program at a new location. If the program involves the development of new credit courses, these will be approved by the Faculty Senate per existing University policy.

All academic units of the University may propose programs for delivery through Distance Education/World Campus. The academic unit is responsible for gaining appropriate academic approval for the program for distance education delivery. Academic units are responsible for assigning faculty to the program, for academic quality, for certifying degrees, and other academic responsibilities.

As appropriate, Distance Education/World Campus will provide support services, such as instructional design and technology support, faculty development, marketing and promotion, and registration, records, and related student support and will ensure that programs conducted in the name of the University through distance education comply with the policies and procedures established by the University.

Distance Education/World Campus will fund costs and will collect all tuition and fees for off-campus students, sharing net income with the sponsoring academic unit through University policies existing at the time of delivery.

The following criteria will be used to evaluate approval of programs for delivery through Distance Education/World Campus: academic strength of the program as certified by the sponsoring college; readiness of faculty to commit to course development and delivery; appropriateness of the program for delivery through available technologies; evidence of the existence of an identifiable, reachable market that can sustain costs over the proposed life of the program; and the ability of the program to achieve and support students at a scale of operation needed to recover full costs and anticipated net income.

Degree programs delivered via Distance Education/World Campus will be monitored by the Faculty Senate and/or the Graduate Council.

Administrative Responsibility

The Vice Provost for Online Education, in conjunction with the Dean of the sponsoring college or school, will have overall responsibility for ensuring the effective delivery of all approved programs offered through the Department of Distance Education/World Campus. The Associate Vice Provost for Online Programs, in conjunction with the Associate Dean for Outreach of the school or college, will have general administrative responsibility for the operation and delivery of all approved programs and will establish budgets and arrange for faculty and student support as appropriate to the individual program.

Section 4: Criteria for Program Selection

Academic Strength

- Program reputation
 - Is the department or program of high quality and is it recognized as a leader in the field? If there is an existing resident program, is it highly ranked as compared to other similar programs?

Academic Readiness

- Program status
 - If there is an existing resident program, how much revision is required to restructure the existing program for a distance education format? When can the program be ready to be launched?
- Department commitment
 - Is there an on-going interest and commitment to the online program by the Academic Partner? Is there administrative support and faculty interest?
- Department capacity
 - Does the Academic Partner have the ability to support an expanded curriculum, additional course sections and increased number of students, while maintaining teaching and learning quality?
- Strategic importance
 - Is the program consistent with the Academic Partner's strategic goals of providing access to new audiences, enhancing dissemination of research, and enhancing relationships with key industries and professions?

Appropriate Technology

- Course content
 - Can the course content be delivered effectively online using appropriate technologies?

Sustainable Market

- Interest by potential audience
 - How interested are members of the potential audience in the program? What are their motivations?
- Unique market niche
 - Does the program represent a unique "niche" for Penn State by filling a need that is not easily met by others?

- Clarity/accessibility of potential audience.
 - Is the potential audience clearly defined? Has Penn State developed a relationship with the target audience (e.g., audience has participated in other programs)?
- Occupational demand.
 - Is there evidence that there is occupational demand for individuals who successfully complete the program?
- Ability to pay.
 - Is the potential audience able to afford the program? Is there potential for employer support?

Scalability

- Size of potential audience.
 - How large is the potential audience? Will the potential audience increase over time?
- Partnering potential.
 - Is there potential to partner with business and industry, associations, or other entities such as other universities?

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Section 5: Academic Partner Responsibilities

Academic Partners that deliver programs via World Campus assume the following responsibilities:

- Define the curriculum of the program and ensure that it meets their quality standards.
- Ensure the program is properly approved within the College/School and University-wide academic approval processes.
- Review all course content to ensure that it meets academic quality standards.
- Develop, maintain, and communicate a schedule of offerings to ensure students can make continuous progress toward program completion.
- Assign qualified faculty to author and instruct courses.
- Ensure faculty adhere to University and World Campus guidelines for instructor performance expectations (See [Section 13](#)).
- Review course and faculty evaluations to ensure continuous improvement.
- Manage costs and timelines for Academic Partner responsibilities related to course development and delivery.
- Ensure effective student access to advising services for post baccalaureate programs that reflects the needs of online learners.
- Support World Campus program marketing and recruitment activities, including corporate and professional association contacts, to ensure programs achieve a sustainable level of enrollments.

Upon mutual agreement between the Academic Partner and the World Campus, other responsibilities may be assumed by the Academic Partner, as described in [Section 6](#) under "Assignable Responsibilities."

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Section 6: World Campus Responsibilities

World Campus is responsible for managing all non-instructional services associated with delivering credit programs to off-campus students and for providing faculty and students with effective services and support. As a cost center, World Campus has budgetary responsibility for the ongoing financial health of the programs it supports.

Specific responsibilities include:

- Determine, in partnership with Academic Partner, the need for and potential financial sustainability of credit programs for online delivery based on the principles set forth in AD55.
- Plan and manage the non-instructional aspects of course and program development and delivery to ensure that programs meet technical and administrative standards.
- Support the instructional design and development of courses and programs through professional staff services.
- Conduct market research at key stages in the planning, development, and delivery of programs to inform decisions about program design, marketing, delivery, and evaluation.
- Develop, implement, and maintain marketing plans for individual programs and for the overall portfolio of World Campus offerings.
- Establish and manage relationships with employers and professional associations, in partnership with the Academic Partner, for contract enrollment opportunities.
- Serve as bursar and registrar, setting and collecting tuition and fees and ensuring that student information is properly incorporated into the University's student database.
- Provide information to all potential students and admissions counseling for undergraduate degree and certificate students.
- Provide advising to undergraduate students in certificate and degree programs, where such services are not provided by the Academic Partner.
- Provide technical and administrative support for students.
- Provide opportunities for ancillary student services that ensure appropriate extra-curricular and co-curricular experiences as Penn State students.
- Provide technical support for faculty and ensure opportunities for their professional development.
- Ensure compliance with federal and state regulations on distance education.

Assignable Responsibilities

The following activities normally included as part of the budgeted World Campus responsibilities may be assigned to the College/Academic Department as appropriate based upon mutual agreement. Upon agreement that a responsibility will be assigned, the College agrees to carry out the responsibility to the same quality standards as followed by the World Campus.

- Instructional Design and Development, including new course development and revisions.
- Marketing, including the preparation /distribution of promotional material, purchasing of advertising space, trade show appearances, and managing corporate/association relationships.
- Student Services, including undergraduate academic advising. (Note: Student advising for graduate programs is the responsibility of the Academic Partner.)

More detailed discussion of assignable program elements and the budgetary issues associated with reassignment of these elements can be found in [Section 8, Revenue Sharing Policy](#).

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Section 7: Academic Approval Process for Programs

World Campus is the administrative unit responsible for delivering the University's academic programs to students at a distance. For the purposes of academic approval, World Campus is considered the program delivery location. Academic Partners wishing to offer existing degree programs through World Campus must receive approval through Penn State curricular affairs processes to offer the program at this new location. For undergraduate degrees, this requires a P-3 proposal to the Vice Provost for Undergraduate Programs. For graduate degrees, this requires an off-campus proposal to the Graduate Council. New programs, not offered in residence, require a P-1 proposal for undergraduate programs or a program proposal for graduate programs.

Credit-based certificate programs at the undergraduate and post baccalaureate levels must be approved by the academic unit and appropriate College, and officially filed with the University.

It is the responsibility of an Academic Partner to ensure that all academic approvals are in place for a certificate or degree program offered through World Campus. World Campus must be consulted in the proposal development process and provide a letter of support for the proposal, to confirm that it supports delivery of the program and that it has committed resources to ensure effective delivery.

Once a program is approved, the Academic Partner has the authority and responsibility to review and approve course content, as well as to assign and evaluate the performance of course authors and instructors.

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Section 8: Revenue Sharing Policy

World Campus distributes revenue based on gross income and the relative responsibilities and risk assumed by World Campus and Academic Partner. The policy is governed by the University Task Force on Gross Revenue Sharing Models for World Campus: Final Report, January 31, 2011. The purpose of the policy is to define revenue distribution categories (RDC) that ensure the long term viability of World Campus and maximize discretionary revenue to Academic Partners. There are three categories (RDC-1, RDC-2, and SAVE) based on who takes primary responsibility for course development and instructional design. For all programs under RDC-1, RDC-2, and SAVE, the Academic Partner hires, pays, and evaluates all faculty who teach those courses.

RDC-1

This category is for programs and courses for which the Academic Partner funds all faculty and instructional costs, while World Campus covers course development and instructional design costs. In addition, World Campus provides an initial financial investment to the partnering college or campus, which can be used by the Academic Partner for costs associated with course development.

RDC-2

This category is for programs and courses for which the Academic Partner funds all faculty costs and all course development and instructional design costs. Under this category, the Academic Partner brings to World Campus courses ready for delivery that meet the agreed upon course design and development standards. The Academic Partner covers all costs associated with course development, instructional design, course authoring, and instruction.

SAVE

Strategic Academic Value Exception (SAVE) is a rarely used exception to the RDC categories listed above and is based on strategic academic needs rather than financial considerations. Under this category, Academic Partner can offer programs that are not deemed by World Campus to be scalable or financially viable, but are of strategic importance to the Academic Partner. This option is only available on an exception basis and the number of SAVE programs must be limited so as not to threaten the financial viability of World Campus. Such programs do require World Campus support (e.g., registrations, course set up for delivery, Help Desk). They also come with opportunity costs. The more Strategic Academic Value Exception programs World Campus takes on, the less opportunity it has to work on programs that have the potential to be large enrollment and significant revenue generators. Guidelines for SAVE programs are included in [Appendix 8.2](#).

Section 9: Program Development Support

This policy is designed to promote flexibility and support for Academic Colleges that develop and offer degrees through World Campus. The University policy on revenue distribution categories (RDC)—per the University Task Force on Gross Revenue Sharing Models for the World Campus: Final Report, January 31, 2011—governs the role of the Academic Partner and World Campus relative to course development and faculty and/or author compensation.

Under the RDC-1 category, World Campus covers development and instructional design costs during initial program development and revisions which follow an agreed upon timeline and course rollout. In addition to paying instructional design expenses, World Campus provides an initial financial investment to the partnering college or campus which can be used by the academic department for author compensation or other program development costs. The amount of the initial financial investment is calculated based upon the number of courses which will be developed for the program up to \$15,000 per new course development. Additional development and launch funding beyond the per course amount may be discussed and agreed upon by World Campus and the academic partner, if appropriate.

The details surrounding the transfer of development funds will be reflected in the Memorandum of Agreement. This transfer of funds to the college 002 account will maximize the flexibility of the colleges with regard to development and authoring payments.

Under RDC-2, the academic partner covers all costs associated with course development/instructional design, course authoring and instruction. The academic partner agrees to bring courses to WC that are ready for delivery in a timely fashion, adhere to Penn State Quality Standards and meet the agreed upon timeline.

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Section 10: Guidelines for the Transition of Temporary Funds to Permanent Funds for the Creation of Tenure-Line Faculty Positions in Support of World Campus Programs

Outreach/World Campus will enter into an agreement with an academic unit to transition program revenue ("temporary funds") into "permanent funding" in order to support standing positions, where these positions will significantly raise the quality, increase the enrollment capacity, and strengthen the long-term viability of a program (degree or certificate) delivered through the World Campus. The Criteria for Program Selection (see [Section 4](#)) will be used in evaluating proposals.

Limitations

This guideline will apply to World Campus programs that operate at Revenue Distribution Category (RDC) 1 and 2. Programs that operate as SAVE do not qualify because they have been determined not to have long-term viability.

Should the permanent funding for the program exceed its revenue sharing or the program be phased-out as an offering via the World Campus, the associated financial obligation by the World Campus will discontinue, and the academic unit will return appropriate permanent funding to Outreach/World Campus.

Implementation

If a proposal for the establishment of permanent funding to support standing positions for a World Campus program is approved, the following steps will be taken to establish this permanent funding and the subsequent distribution of program revenue sharing.

- *Contribution by Academic Unit*
The academic unit will cover the cost of the fringe benefits on a faculty position created through this mechanism, for the term of the position. The cost of the fringe benefits shall come out of revenue sharing on the 002 account.
- *Establishment of Permanent Funds*
Outreach budgets revenue permanently for the approved amount to the appropriate budget within the World Campus administrative area (020) and budgets the permanent expense to the appropriate budget within the World Campus College/Campus Programs administrative area (002).
- *Distribution of Revenue Sharing*
Step 1: Gross Revenue is calculated based on policy (RDC 1 or 2).
Step 2: Dollars that have been permanently budgeted within the academic unit are then deducted from the calculated revenue sharing.
Step 3: When calculated revenue sharing exceeds permanent dollars, additional temporary dollars are transferred to the academic unit.

Proposal Preparation, Submission, and Review

The WC Permanent Funding Request [form](#) should be submitted and it should address the following:

- Why creation of the position is necessary and how it will significantly raise the quality, increase the enrollment capacity, and strengthen the long-term viability of a program delivered through the World Campus with specific reference to the Criteria for Program Selection.
- Anticipated fulltime responsibilities of the faculty or staff—teaching (RI and WC, on-load and off-load), research and service—across the summer, fall and spring semesters, and anticipated 36- or 48-week salary.

Proposals should originate from and be signed by the college dean or campus chancellor. They should be submitted to the World Campus Financial Officer, in electronic format, who will share with the WC Finance Office and the Assistant Vice Provost. If approved, the WC Financial Officer will submit the request to the University Budget Office for their approval.

In order to correspond to the World Campus budgeting process, proposals should be submitted prior to the end of the fall semester for proposed implementation in the next fiscal year.

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Section 11: Evaluation of Courses and Programs

The Outreach Analytics & Reporting (OAR) Unit of Outreach and Online Education provides multiple services to the World Campus. The Unit administers the University's online SRTE for all World Campus delivered courses. In addition, OAR evaluates several programs through exit surveys. Evaluation at the program level supports the goal of maintaining and enhancing the academic reputation of participating Academic Partners and the University. This goal is met by assessing the extent to which World Campus programs offer students not just a collection of courses, but a cohesive and robust curricular and co-curricular learning experience comparable to that available to resident students. The OAR unit also administers course-level non-persistence surveys and annual program summary reports to better understand the causes of student drop-out. In addition, ad hoc surveys, such as technology use by World Campus students, are administered as requested. Results of all surveys are tabulated, analyzed and disseminated at regular intervals to serve as the basis for programming and service improvement. Annual program summary reports are also provided by OAR.

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Section 12: Program Proposal and Review Process

All undergraduate and graduate courses and programs delivered through Penn State World Campus are approved through the same curricular affairs processes that govern undergraduate and graduate courses and programs in residence. The University Faculty Senate has legislative authority on all curricular matters. Penn State World Campus has, however, developed a process for recognizing which University courses and programs may be identified and extended for online delivery.

World Campus program identification involves a multi-step process to review ideas for full online delivery. The process has been continuously refined to ensure efficient and effective decisions are made. It has brought structure and systemization, thoroughness and rigor, risk analysis, and financial responsibility to the program selection process.

Origination of Ideas

Program ideas for World Campus typically originate from one or more of three sources. These include:

- **Academic Partners:** Faculty members, department heads, and deans may propose a program idea to World Campus.
- **World Campus:** Some ideas are generated through day-to-day discussions among World Campus staff around the curriculum of undergraduate, graduate degrees, and certificate programs offered by the World Campus. These discussions can reveal opportunities as well as points of synergy.
- **Market Scans:** Outreach Marketing Research completes market scans for the World Campus on a regular basis. Changing employment trends and hiring patterns can suggest emerging markets and the need for new programs.

Initial Criteria-Based Assessment

The Program Planning and Management (PP&M) unit within the World Campus is responsible for leading the intake and review of new programs. They have the authority to make an initial assessment of the idea based on past experience and the program selection criteria that were established following the creation of World Campus. The criteria focus on six areas:

- *Academic Reputation*
- *Academic Readiness*
- *Appropriate Technology*
- *Sustainable Market*
- *Income Potential*
- *Scalability*

These six areas weigh heavily on the selection of a program to be offered by World Campus. Not only are they used in the initial assessments made by PP&M, but they are used throughout the review process.

The criteria are applied, regardless of whether the program idea originated from an Academic Partner or within World Campus.

Academic Partner Consultation

Early consultation with Academic Partners and faculty who deliver similar programs in residence or have related scholarly interest is a requirement. The Graduate School, for example, has mandated that competing online degree programs will not be approved. Collaborative approaches across colleges and campuses are encouraged. Collaboration adds academic diversity to a program and is a great advantage in addressing faculty capacity as program enrollment grows.

After initial review by World Campus and identification of Academic Partners, the suggested program idea progresses through a series of internal steps.

Program Intake Form

For program ideas that clear initial review by Program Planning and Management, a program champion (typically a faculty member, professor in charge, or department/division head) is identified and asked to work with colleagues to complete a short Program Intake Form.

The Director or World Campus program manager who typically works with the requesting college or campus will review the intake form with the Academic Partner to ensure the program idea is fully captured and arrange for a market analysis to be completed. If there are additional questions about the completed program intake form, a meeting will be scheduled to include the academic partner and Market Research.

Market Analysis

To determine the viability of a proposed program, Outreach Market Research conducts a market analysis. The previously mentioned Program Intake Form has been designed to gather information about the program idea and assists Outreach Market Research in determining the type of market analysis that will be completed. The market analysis process can take six to eight weeks to complete, and scheduling the analysis may add time to the process.

Four key factors are typically assessed during market analysis:

- Economic/employment trends
- Demographic trends
- Program demand
- Competition

The typical World Campus student is an adult learner, often working full-time, and having family obligations that make education in traditional settings a challenge. In most cases they are location-bound — unable or unwilling to relocate to continue their education. Most adult learners are seeking education programs to advance their careers or help them pursue a new career. For that reason, the market analysis focuses on the occupations and careers that are related to the proposed program.

The economic trends assessed may include: related occupational employment and growth, industry demand for education and training, and new and emerging technologies that may drive the need for education and training.

Demographic trends such as retirement and turnover rates, educational attainment, and average and median salary are reviewed to determine if there will be possible job openings for graduates. Gender, ethnicity, and residency status may also be significant factors, depending on the proposed program.

The number of awards conferred nationally for the proposed program, as well as the student pipeline, is assessed by looking at degrees awarded in the program area. The number of students completing programs is an indication of how many prospective students would potentially be interested in the program. In some cases, enrollment numbers are available, and they would also be used to determine the popularity of a program. Programs that have very low conferral or enrollment rates are likely to have very small target audiences.

The number of institutions awarding credentials related to the proposed program is a good indicator of the level of competition. The more institutions offering the program, the more choices the target audience has for an education provider. Key competitor programs are reviewed for tuition, curriculum, credential being offered, admission requirements, and program features. The competitor programs are compared to the proposed program to determine if the proposed program would have a competitive advantage in the current market.

After compiling the market information, recommendations are made based on the following:

- Market potential for the program
- Ability to compete with similar offerings
- Ability to reach and attract the target audience and gain net new students

In some cases, other factors such as industry relationships, faculty expertise, and Penn State's reputation may uniquely position the program, potentially making it more viable than the market would indicate. In these cases, the intake form can provide crucial information that can allow market research to make a more accurate assessment of the market.

All market research on proposed programs is thoroughly reviewed prior to sharing it with Academic Partners. A meeting to discuss the research will include the market researcher who completed the analysis, representatives from Outreach Marketing who will develop the marketing plan for the program if it moves forward, a representative from Program Planning and Management who will manage the program during development and delivery, the respective DAA, and other relevant staff.

[Enrollment and Financial Profile](#)

The enrollment and financial profile shows how enrollments and finances are anticipated to develop over an initial five or six year period. The market research and patterns of growth in similar programs offered via World Campus are used to develop enrollment projections. World Campus tuition rates and the University's Revenue Distribution Categories (RDC) Policy are used to predict total tuition income and revenue the Academic Partners and World Campus should expect to receive if the enrollments materialize. World Campus completes a further analysis for its own use that shows the resource investment it will need to make to the delivery of the program. The information in the profile facilitates a similar analysis by the Academic Partner.

Project Management Timeline

Many new programs are expected to open each year. The planning, development, and delivery processes for each of these programs needs to be coordinated across as many as 50 people, spread between the Academic Partner and multiple World Campus and Outreach units. Therefore, a program manager will be assigned to each proposed program by World Campus and will help to facilitate this process.

If the market research report is positive, Program Planning and Management (PP&M) will develop a project timeline that covers the tasks involved in moving the program through development and into delivery.

Internal Review Steps Culminate in meeting with Academic Partner

- **“Yes” Decision – Move Forward**
A “Yes” decision moves the program into planning, development, and delivery guided by the project timeline. A World Campus program manager PP&M will then develop a formal agreement between the Academic Partner and World Campus to offer the program.
- **Need for Further Exploration – Re-examine**
There may be a need to re-examine, for example, do more market research or consider new information, before moving forward.
- **“No” Decision – Do Not Move Forward**
The joint decision may be to not move forward

If You Have a Question

If you have a question or have an undergraduate or graduate degree or certificate idea to propose for World Campus delivery, please contact:

Arts and Architecture, Communications, Liberal Arts

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Section 13: Instructor Performance Expectations

World Campus offers a number of resources, services, and programs designed to enhance the skills necessary to teach online. Full details are available at <http://wcf.d.psu.edu> The following Instructor Performance Expectations identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment. Instructors of online courses offered via the Penn State World Campus are expected to adhere to these performance expectations:

1. World Campus and the students in courses offered via World Campus rely on instructors to follow the established course schedule and to deliver the course within the scheduled time frame, making schedule adjustments as needed to meet deadlines for graduating students and others with special circumstances.
2. Instructors can help ensure a successful learning experience by practicing proactive course management strategies. Instructors are asked to monitor assignment submissions and to communicate and remind students of missed and upcoming deadlines.
3. Many students studying via World Campus are adult learners who have work and family responsibilities. At the beginning of each semester, instructors should establish and communicate to students a regular schedule for when they will be logging in to the course—normally once per day, Monday through Friday (although this may vary by course). Since many online students are active in courses on weekends, instructors may wish to include in their schedule time to monitor courses on weekends.
4. Online learners look to the instructor as their main source of course information and progress. If an instructor will be unable to log into the course for more than four business days (e.g., during professional travel), the instructor is asked to give one week's notice to students and to Outreach Student Services. In cases of personal emergency, instructors are asked to notify students and Outreach Student Services as soon as possible if they will be away from the course.
5. Because online learners must manage their time carefully, timely instructor feedback is especially important to them. Instructors are expected to provide feedback to student inquiries within one business day. If the instructor cannot provide a detailed response within one business day, the instructor is asked to respond to the student within one business day to note when a more detailed response will be provided.
6. Feedback on assignments will be most helpful to students when clear and concise language is used to explain the degree to which relevant course outcomes have been met. Even when student questions are vague, instructors are encouraged to stimulate a dialog that will help students understand and communicate their needs.
7. The instructor is asked to grade and submit to students all digitally formatted assignments and exams within two business days of receipt. Proctored exams should be graded and submitted to students within five business days.

8. The University's Early Progress Report provides instructors with an opportunity to give early feedback to undergraduate students who are not meeting course expectations and to suggest ways to improve performance. Instructors are expected to participate in the Early Progress Report process.

9. Penn State University policy requires instructors to post the final course grade within two business days of the course end date and/or receipt of the final assignment/exam. Course grades are to be submitted via LionPATH.

10. The use of the Canvas e-mail tool ensures the security of the class communications and allows for tracking of all interactions. For this reason, the Canvas e-mail environment is the preferred communication system for all World Campus courses. Other modes of communication between instructors and students (e.g. phone, SKYPE, surface mail) may also be needed in courses.

11. High quality course content is essential for a successful learning experience. For this reason, instructors should notify their Lead Instructional Designer immediately about inaccurate course content, confusing information, broken links, and other course design issues.

12. On occasion staff members from the World Campus find it necessary to contact instructors; because these communications may be of an urgent nature, instructors are expected to respond to e-mail or phone communications from the World Campus within one business day and to surface mail communications by the date specified.

13. Instructors must ensure compliance with university policies regarding syllabi and notification of course materials. Penn State policy (<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/43-00-syllabus/>) requires a written syllabus within the first 10 calendar days of the beginning of class. For World Campus courses, it is recommended that the final syllabus be posted three weeks prior to the start of a course to provide adult students adequate time to evaluate their schedules relative to course requirements. The Higher Education Opportunity Act of 2008 requires institutions to publish a list of all required and recommended books and other course materials in time for registration. To comply, Penn State has updated Academic Administrative Policy/Procedure R-1 (<http://undergrad.psu.edu/aappm/R-1-textbook-lists.html>). Deadlines for instructors to provide textbook lists are now established to coincide with the beginning of the registration period for the semester: March 1 for fall semester, September 1 for spring semester, and February 1 for summer session.

14. Faculty teaching in World Campus courses need to have immediate and predictable access to the same technology as is required for student participation. World Campus course design and technology requires access to high-speed Internet access (DSL, cable modem, or satellite). A complete description of World Campus technical requirements can be found at: <http://www.worldcampus.psu.edu/general-technical-requirements>.

Section 14: Course Access for Administrative Review (RDC-1 Courses)

Access to the course environment (Canvas) is automatically granted to the Academic Partner-approved instructor for each course. In addition, World Campus instructional designers have limited access as a "Course Admin" while the course is being offered in order to observe course design features.

The Academic Partner also may wish for an individual other than the instructor to have access to the course. For example, the department head may assign a peer reviewer who needs access to evaluate the instructor. At other times, a representative of the College or Department may need to enter the course. Examples of these individuals include, but are not limited to, the department head or his/her designee, faculty mentors, and peer reviewers assigned by the department head. In all cases, individuals given access to courses will keep confidential all student course and academic information, as per the instructor.

Process for Obtaining Access (RDC-1 Courses)

Requests for access to the course should be made by the department head, the college associate dean for Outreach, or a verifiable representative to the World Campus program manager. The person making the request will provide the name and Penn State Access Account User ID of the individual to have access, the rationale, and the time period for which access is needed. If there are concerns, the program manager will discuss them with the person making the request and the appropriate World Campus Director of Academic Affairs. Otherwise, the program manager will forward the name and Access Account User ID of the person to have access to the World Campus Technical Help Desk (wccetechsupport@outreach.psu.edu).

In Canvas, the guest can be added as one of several different role types based on the purpose of being in the course. If a user wants access to review content, without keeping tabs on grades or interactions, an "Observer" role is adequate. If the guest has a purpose that would necessitate the highest level of access to the course, the "Course Admin" role is needed.

All roles can be reviewed in the IT Knowledge Base (<https://kb.its.psu.edu/node/3639>)

The World Campus HelpDesk will notify the program manager, current instructor, instructional designer, and the individual given access. The program manager will notify the appropriate Director of Academic Affairs of this action if needed.

Section 15: Program Closure Procedure

When an Academic Partner and World Campus agree to offer a program, the expectation is that the program will be sustained by both the Academic Partner and World Campus. Sometimes, however, a program may not continue to be viable. For example, an Academic Partner may withdraw World Campus' authority to offer a program, or World Campus may determine that its continued delivery of a program is not financially viable and that no other sources of support are available.

The decision to continue, close, or alter a program will be based on a review using the same criteria used to initially evaluate the potential of a program idea:

Required Criteria

- Is the academic department and faculty committed to the program?
- Does the academic department have the faculty capacity to support the program?
- Can the program be delivered effectively at a distance?
- Is the audience clearly defined and do we have a relationship with it?
- Is the target audience sufficiently large to make the program financially viable?
- Does the target audience have access to the needed technology?
- Can the program sustain its ongoing costs through tuition income?
- Is the program financially sound?

Other Considerations

- Does the program fit into the curriculum plans of World Campus?
- Does Penn State have a national academic reputation in the subject?
- Does the program constitute a viable market niche?
- Issues that arise and persist in any of these criteria areas can be the basis for an Academic Partner or World Campus to review a program for possible closure. Wherever possible, steps should be taken to make the program viable. However, in situations where a program has not met minimum enrollment requirements and cannot be made viable, steps should be taken to close the program. World Campus will work with the Academic Partner to establish a teach out plan.

Section 16: Course Registration

Priorities for Fall and Spring Semesters

World Campus students have registration priority for World Campus courses. World Campus students have "World Campus" listed as their campus designation on the LionPATH Academics tab. Students enrolled at other Penn State campuses may register for World Campus courses according to instructions for multiple campus registration; *if space is available*, based on the following (in order of priority):

1. **Graduating Seniors** - Registration for a World Campus course may be an option for a student's final semester if he/she could not schedule the course required for graduation at his/her campus. (An adviser's confirmation of the student's status and his/her need must be provided via e-mail to registration@outreach.psu.edu).
2. **Adult Learners** - World Campus courses are an option for students classified as Adult Learners. The adult learner indicator can be viewed on the General Info tab in LionPATH.
3. **Students with Priority Registration due to Documented Disability** - A student who is granted priority registration at any Penn State campus due to a documented disability will be granted priority registration for World Campus courses. The date that students in this situation may schedule for World Campus courses is determined by the priority registration date of his/her campus.
4. **All Penn State Students** (regardless of classification or campus assignment) - Any Penn State student may register for a World Campus course seven days before the start of classes if space is available (based on scheduling restrictions, course requisites, and considerations) and the student is approved for multiple campus registration. Typically, additional students will not be added to the course if the class limit (as indicated in the Schedule of Courses) has been reached.

If a Penn State student is not enrolled in the World Campus but wants to schedule only World Campus courses for a particular semester, he/she can request a temporary change of campus to the World Campus. To make this request, the student should contact the Registrar office at the student's home campus. University Park students should contact the appropriate dean's office at his/her assigned college.

Enrolling in World Campus Courses

Penn State students with an adult learner indicator set may enroll in courses offered via the World Campus during their assigned enrollment appointment by contacting the World Campus Registrar's office. Students must meet any course requisites and seats must be available to be enrolled in their requested course(s). The official scheduling period begins with the students assigned enrollment appointment and lasts through the add/drop period for any given term.

A course offered by World Campus may be added to a student's schedule after the Add/Drop Period under one of the following three conditions:

- The course is an individualized instruction course (e.g., 296, 496).
- The student is advised by the instructor in an already scheduled course to move to a lower-level or higher-level course in the sequence of courses in which the student is enrolled. Permission must be obtained by the instructor of the course in which the student wishes to enroll.
- Other extenuating circumstances as approved by World Campus Registrar, World Campus Program Associate, and the Academic Department.

In any of these cases, a student must make a written request to the World Campus Registrar office via email at registrar@outreach.psu.edu. The World Campus Registrar office will work in conjunction with the Program Associate to make a determination if approval shall be granted.

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Section 17: Information for Researchers

World Campus encourages Penn State faculty and students to pursue their research interests in the area of online learning. In order to gain access to its students, instructors, staff, courses, programs and/or data:

- The researcher must secure the permission of the Penn State instructor teaching each online course section.
- The researcher must submit an application and receive approval from the Penn State Institutional Review Board (IRB) for the proposed study.
- Penn State IRB guidelines and procedures can be found on the web page of the Penn State Office for Research Protections (<https://www.research.psu.edu/orp>)

If the researcher or co-investigator is affiliated with another institution of higher education or firm that has an IRB, full clearance from that IRB also must be secured for the proposed study. Researchers must complete any required IRB training and obtain clearances required in PSU Policy AD39, related to contact with minors, prior to the start of their approved research study.

World Campus would appreciate a copy of the approved IRB research proposal and study results, including publications or presentations, as soon as they are available.

Questions or additional comments may be directed to:

Dr. Renata Engel at rse1@psu.edu (Graduate Programs)

Dr. Karen Pollack at kiw1@psu.edu (Undergraduate Programs)

Penn State World Campus 222 Outreach Building
University Park, PA
(814) 863-6726

Section 18: Military Team

The World Campus Military Team provides oversight and coordination in efforts to serve, recruit, and retain military and veteran learners from all five branches of the Armed Forces.

Members of the military team represent units from Accessibility (accommodation assistance), Admissions Services, Academic Advising & Student Disability Services, the Bursar Office, Development (scholarship cultivation), Financial Aid (counseling support), InsideTrack (enrollment coaching), Outreach Marketing, Program Planning and Management, and the Office of Veterans Programs. Although the support provided by some of these units is obvious, for others more detail is provided in the following descriptions.

1. In addition to working with any prospective student, military admissions counselors specialize in helping military service members (active duty or reservist), their families, and veterans through the application process. They are experts in military educational benefits including federal tuition assistance, Penn State Military Grant-in-Aid, and GI Bill benefits. These counselors work directly with military students mostly via email (wdmilitary@outreach.psu.edu) or phone. Their primary responsibility is to assist students when applying to become a Penn State student and helping them understand what military educational benefits are available to them. Military admissions counselors also serve as a liaison for students in helping them navigate several offices at the University including the military academic advisers, financial aid, bursar's office, and the Office of Veterans Programs.
2. The Military Advising Team guides military learners (military service members, veterans and their dependents) toward developing sound educational plans, while also being advocates for students and supporting their academic needs and military mission. Using the military transcript, the team analyzes military training and experience for possible college credit that could be used in their degree plan. The team also provides management of the GoArmyEd education portal, AI Portal (Air Force) and Navy Portal functions for Penn State University's active Marine, Coast Guard, Air Force, U.S. Navy, U.S. Army, U.S. Army Reserve, and U.S. Army National Guard World Campus students.
3. The Bursar Office processes all 3rd party invoicing for enrolled military students/spouses. Invoicing can be processed through traditional invoices or through online portals specific to the various military units. World Campus also processes all payments upon receipt ensuring they are posted correctly to the student accounts. The Bursar Office processes all World Campus Grant-in-Aid forms by adjusting student accounts to reflect the discounted tuition rate per the Grant-in-Aid and also works closely with the Office of Veterans programs to ensure the students are receiving all VA benefits that are available to them. In addition, team members manage the GI Bill Certification process mandated by the Department of VA (i.e. reporting student enrollment information to the VA) in compliance with VA regulations and procedures for undergraduate and graduate veteran students and their eligible dependents taking World Campus classes.
4. Outreach Marketing provides leadership to the Military Team and strategy to its recruitment and retention efforts with this audience. Marketing manages all aspects of

promotion, education fairs and symposium participation, and key contact relationships with this sector. In addition, Marketing coordinates several efforts with other University units that also interface with the Department of Defense. This includes providing leadership to the Penn State Military Consortium and the University-wide Veteran Marketing Plan.

5. Program Planning and Management (PP&M) representatives on the Military Committee work as the liaisons between PP&M staff, World Campus unit representatives, and Penn State Academic Partners that offer programs via World Campus. In this role, the PP&M representatives answer program related questions as they pertain to the military audience. In addition, they are responsible for inputting program and course information in the GoArmyEd Portal, AI Portal, and Navy Portal, which are necessary systems for military students to use tuition assistance for World Campus courses. PP&M is also the liaison with AutoDP (Automated Degree Planning) and ensures World Campus program information is displayed accurately. The process of obtaining GI Bill eligibility for all World Campus programs also begins in PP&M. This eligibility approval enables students to use GI Bill benefits.

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Section 19: Accessibility

[Americans with Disabilities Act](#)

The Americans with Disabilities Act (ADA) is a civil rights act that became law in 1990, and was amended and expanded in 2008. This law makes it illegal to discriminate against individuals with disabilities. Ensuring equity of opportunity (including educational opportunity) for individuals with disabilities is an important aspect of the act.

[Educational Equity](#)

At Penn State, disability services are coordinated through the Office of Educational Equity's Student Disability Resources (SDR) office, formerly the Office for Disability Services (ODS). Many resources around the topic of disability services are available on the SDR Web site (equity.psu.edu/student-disability-resources). Penn State also hosts an Accessibility Web site that provides numerous resources regarding the implementation of accessibility best practices (<http://accessibility.psu.edu/>).

[Typical Disability Issues](#)

Disability issues identified on the SDR Web site may include attention deficit/hyperactivity disorders, autism spectrum disorder, visual, mobility and hearing impairments, learning disorders, neurological disorders, physical/health-related disorders and psychological disorders.

[The Process](#)

A student who has a disability issue and desires to receive consideration for reasonable accommodations may make a request at any time during the semester. The student must self-identify and contact the disability contact liaison for his or her campus location. A list of contacts for every campus is provided on the SDR Web site (<http://equity.psu.edu/student-disability-resources/disability-coordinator>). The student must participate in an intake interview and provide documentation that meets stated guidelines (<http://equity.psu.edu/student-disability-resources/guidelines>). If determined to be covered under the ADA, the student is given a letter that identifies the appropriate accommodations but does not disclose the student's actual disability. The student is directed to share and discuss the letter with his/her instructors. The student must request a letter for each semester that accommodations are needed.

[Typical Accommodations](#)

The most common accommodation for a student with a disability issue is to be given extended time on timed items such as quizzes and exams. Students with conditions whose symptoms wax and wane may be given consideration for extensions on deadlines during flare-ups of symptoms. Students using assistive technologies may need to receive materials such as textbooks and articles in alternative textual formats. Students who are hearing-impaired need to have audio materials transcribed and video materials captioned; if real-time audio interactions are required (among small or large student groups, between student and instructor; via meetings either online or face-to-face), remote captioning may need to be provided. Students who are visually impaired who are using screen readers need all materials to be made available in a format that is navigable by a screen reader program such as JAWS, and will need textual or audio descriptions provided for visual materials such as graphics, charts, and videos. A new

accommodation of alternative proctored exams is being explored and pilot-tested for students who are unable to leave their homes to travel to a proctored exam location for testing.

[Outreach and Online Education Support for Students with Disabilities](#)

OEE has a team responsible for providing services to individuals with disabilities. There are several positions devoted primarily to accessibility and disability issues, including Manager of Access (coordinates the accessibility function); Learning Design Information Technology Consultants (assist in the implementation of course accommodations and best practices); Disability Contact Liaisons (work directly with students on intakes and identification of accommodations); and Disability Representative and Advising Liaisons (located in the Academic Advising and Student Disability Services unit).

[Best Practices for Online Accessibility](#)

The Web Content Accessibility Guidelines (WCAG) 2.0 are considered an industry standard for online accessibility (<https://www.w3.org/WAI/intro/wcag.php>). The Penn State Accessibility Web site (<http://accessibility.psu.edu/>) also provides information about best practices, including instructions on how to transcribe and caption audio and video materials, and how to address the “top blockers” for screen reader users. The top blockers for screen readers include: Web pages without a title, pages without heading elements, lack of link element text or titles, lack of form element labels, lack of captions for table data, tables that do not contain a header row and column where needed, and images without alt tags.

Faculty Senate policy 43-00 includes a statement about disability services that must be included in every Penn State syllabus. Sample language for such a statement was approved by ACUE in September 2012, and can be found on the SDR Web site (<http://equity.psu.edu/student-disability-resources/faculty-handbook/syllabus-statement>) as well as the Penn State Accessibility Web site (<http://accessibility.psu.edu/courses/syllabus/>).

Outreach and Online Education Faculty Development offers OL1800: Accessibility, an online professional development course for online instructors (<http://wcfed.psu.edu/programs/courses/>)

Section 20: Prior Learning Assessment

The World Campus recognizes adults are life-long learners who may have acquired college-level knowledge and skills prior to enrolling at Penn State. It is also recognized that access and affordability continue to be important considerations when pursuing a college degree. Penn State has a process in place to assess prior learning knowledge for potential credit.

Once students are admitted to World Campus they can discuss prior learning options with an academic adviser. Typically, all transfer and advanced placement credits will be evaluated first. Students are advised to review their degree requirements to determine if their prior learning could be assessed through any of the Penn State approved methods for credit assessment which are outlined in [Faculty Senate Policy 42-00 \(Acquisition of Credit\)](#). The ways to receive credit are outlined below. More information on transferring credits can be found on the World Campus website (<http://www.worldcampus.psu.edu/admissions/transferring-credits-military-credit-clep-dsst-testing>) and the Penn State Undergraduate Advising Handbook (<http://handbook.psu.edu/content/transfer-credits-from-other-institutions>).

[42-50 Credit by Examination](#)

Sometimes credits may be earned through successful completion of comprehensive examinations provided by Academic Partners who offer particular courses. When such an examination is available, it serves as a substitute for completing all the usual requirements of a Penn State course, the credits received are described as "Credit by Examination" and are accepted as fulfilling degree requirements. A grade of "C" or higher must be earned in the examination for such credit to be awarded and to appear on the student's transcript. Credit by Examination will not be granted for any course previously completed for which a quality letter grade has been assigned for any course completed under the audit ([Policy 34-68](#)) or satisfactory/unsatisfactory ([Policy 49-60](#)) grading schemes, or for credit awarded under Senate Policies [42-80](#) or [42-90](#), or for credit earned through the College Entrance Examination Board's Advanced Placement Program. Credit by Examination will not be available for any course for which a student was in scheduled status for that class after the late drop date of the course and is available only to degree or certificate-seeking students.

[42-94 College-Level Examination Program of the College Board](#)

The University cooperates with the College Board in this program, referred to as CLEP. Effective June 1, 1974, credit may be awarded for the CLEP Examinations depending upon the score earned on the examination. A student who has earned a score equivalent to the fiftieth percentile or higher for performance on the CLEP Examination, taken before or after admission to degree candidacy, may receive credit as stated in the schedule of credits.

[42-97 Credit by Portfolio Assessment](#)

Some Academic Partners will consider awarding credit on the basis of portfolio assessment for specific courses offered by that unit, an undergraduate student interested in receiving credit for college-level learning obtained in non-collegiate settings may develop a portfolio that reflects knowledge mastered, request assessment of the portfolio, and be awarded credit.

42-98 - Educational Experiences in the Armed Services

Formal Military Service School Courses- A veteran or member of the active armed services or the selected reserves who is a student may be granted credit for educational experiences in the armed services under the following conditions:

- General credit may be awarded to a student upon certification by the Department of Defense of the formal military service school courses.
- Responsibility for the decision on academic area of application and quantity of credit to be awarded rests with the director of admissions.
- Guidelines for this decision are drawn from the most recent edition of A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.
- Use of these general credits in the student's program rests with the department concerned.

Military Occupational Specialty- A veteran or member of the active armed services or the selected reserves who is a student may be granted credit for occupational specialties held in the armed services under the following conditions:

- General credit may be awarded to a student upon certification by the Department of Defense of a Military Occupational Specialty.
- Responsibility for the decision on academic area of application and quantity of credit to be awarded rests with the director of admissions.
- Guidelines for this decision are drawn from the most recent edition of A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education.
- Use of these general credits in the student's program rests with the department concerned.

Health and Physical Education- A veteran or a member of the active armed services or the selected reserves who is a student may be awarded credit for health education and physical education for completion of basic training. Credit for basic training completed by December 1979 may be awarded as 1 general credit of health education and 3 general credits of physical education. Credit for basic training completed subsequent to December 1979, except for Air Force basic training will be evaluated using the catalog of the Community College of the Air Force. General credits awarded for basic training may fulfill General Education requirements.

Defense Activity Nontraditional Education Support (DANTES), DANTES Subject Standardized Tests (DSST), and United States Armed Forces Institute (USAFI). DANTES succeeded USAFI when USAFI was deactivated in May 1974. The USAFI records of veterans or members of the active armed services or the selected reserves who are students will continue to be reviewed, as will the DSST records, provided the candidate achieved at least the minimum score.

42-99 Educational Credit for Training Programs in Non-collegiate Organizations

A student may be granted credit for educational experiences in non-collegiate organizations under the following conditions:

- Credit may be awarded to a student upon certification of successful course completion of the American Council on Education's Registry of Credit Recommendations.
- Responsibility for the decision on academic area of application and quantity of credit to be awarded rests with the director of admissions.
- Guidelines for this decision are drawn from the most recent edition of the National Guide of Educational Credit for Training Purposes published by the American Council on Education.
- Use of general credits in the student's program of study rests with the department concerned.

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Section 21: Faculty-Student Issues

World Campus students span a broad demographic spectrum. While such a diverse student body enriches virtual classrooms, it can also present significant challenges for instructors, Academic Partners, and support staff as they help to facilitate student satisfaction and success. World Campus strives for 100% student and faculty satisfaction. However, there will inevitably be students and faculty who request assistance. Faculty-Student Affairs resolution team and Program Planning & Management can be reached in the following ways:

- Faculty-Student Affairs (FSA) resolution team in World Campus Program Planning and Management (PPM)
 - Web form mediation request (<http://student.worldcampus.psu.edu/content/mediation>)
 - E-mail contact (wdresolution@outreach.psu.edu)
 - Phone (814) 865-6285

Faculty-Student Issues Resolution Process

- The Coordinator of Faculty and Student Affairs or other Program Associate dispatches incoming issues received to the appropriate Program Associate for handling.
- Handling may involve one time or multiple communications with student, faculty, academic department, OOE internal units, or other university offices.
- Issues are recorded and tracked for documentation and reporting purposes.

Faculty and Student Common Requests for Assistance, Information and Related Policies

Academic Integrity

It is recommended that students and faculty carefully review the University's academic integrity policy and respective college processes related to it. It is meant to be an educational not a punitive process, and results of AI charges are not made public. An XF grade on a transcript would result from an AI case being brought to Office of Student Conduct for disciplinary proceedings and the student found guilty of an egregious violation.

Proctored exam issues may involve academic integrity concerns. The Outreach and Online Education Office of the Registrar has responsibility for proctor verification and would be involved in cases of suspected academic integrity violations.

Academic Integrity Resources:

- Penn State academic integrity policy (<http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>)
- University Library Tutorial and Quiz (<http://academicintegrity.psu.edu/>)
- World Campus information: <http://student.worldcampus.psu.edu/your-courses-how-to-guide/policies/academic-integrity>

Faculty-Student Interaction

Best practices for instructors can be found in [Section 13](#) of the Administrative Manual.

Class Attendance

[Class Attendance Policy 42-27](#) (absence for illness or emergency) addresses class attendance and instructor recommendations.

Faculty Senate Petitions

A student petition is a formal request for a waiver of a Senate Policy. Information on the petition process is located at: <http://senate.psu.edu/students/petitions/>. Waivers could include any Senate policy listed in *Policies and Rules for Undergraduate Students* (<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/>).

Tuition Adjustments

The Penn State refund policy provides important information if a student is considering dropping or withdrawing (<http://student.worldcampus.psu.edu/a-z-index/refund-policy>).

Student Review Committee: the purpose of the World Campus & Continuing Education Student Review Committee (SRC) is to provide a process for students to request exceptions to the University tuition adjustment policy when faced with extenuating circumstances that impede successful completion of scheduled coursework.

Deferred Grades

If due to extenuating circumstances a student cannot complete a course he/she may request a deferred grade (deferred grade policy: <http://www.registrar.psu.edu/grades/deferred.cfm>) which provides additional time to complete course work. The course instructor approves this request and such approval needs to be granted prior to the beginning of the final exam period of the semester in which the course is taken. The academic colleges may require that at least half to three quarters of the course work be complete in order for a student to be eligible for a deferred grade. If an instructor is not available to work with the student in the subsequent semester during a deferred grade period, the Academic Partner will identify an alternate instructor and notify the student and World Campus. The instructor posts DF grade until the final grade is posted by the due date.

Once a deferred grade is authorized it is important that the instructor and student establish a clear communication plan and schedule that covers:

- When and how the student is to submit course work. It is recommended that coursework is submitted and communication take place within the LMS (Canvas) course environment
- The final due date by which all material is due in order for the instructor to have time to review and post the final grade by the deferred grade deadline.

Grade Mediation and Adjudication

Grading is the sole purview of the course instructor and the academic department that offers the course. If a student wishes to petition for a review and possible change of a final grade, this policy details the process (<http://undergrad.psu.edu/aappm/G-10-grade-mediation-adjudication.html>). This process is initiated after the course has ended.

OOE staff may assist a student by:

- Identifying the course and college which offers the course

- Identifying the lead faculty/department head and associate dean for undergraduate education/studies or graduate program dean.

More information on grading policy, mediation and adjudication can be found at [Senate Policy 47-20](#).

Code of Conduct

The Penn State Code of Conduct (<https://studentaffairs.psu.edu/conduct/Procedures.shtml>) describes behaviors that are inconsistent with the essential values of the University community. Harassment (#3), and Academic Dishonesty (#10) are the two most commonly referenced.

Office of Student Conduct (<https://studentaffairs.psu.edu/conduct/>)
(814) 863-0342

Penn State's Behavioral Threat Management Team <http://btmt.psu.edu/> is committed to the safety and well-being of the University community.

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Section 22: Learning Design

Information on Learning Design services, staff, and research can be found at <http://learningdesign.psu.edu/>.

World Campus Learning Design provides a variety of design, development, and quality assurance services across Academic Outreach delivery units and to Academic Partners. Services available depend on revenue sharing agreements, partnership agreements, and vendor contract relationships.

Expertise and services may include (depending on RDC level), but are not limited to:

- Instructional Design and Development support
- Determining course goals and developing learning objectives.
- Aligning learning objectives with course assessments.
- Multimedia development support
- Quality assurance (QA)
- Copyright clearance
- Student material procurement
- Accessibility and usability support
- Use of in-house and third-party technology solutions

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Section 23: State Registration

Background

In October 2010, the federal Department of Education published final regulations on program integrity issues (75 FR 66832). These regulations required institutions to be authorized in states where they conduct business:

Chapter 34, § 600.9(c): If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request.

States' Rights

The Tenth Amendment to the U.S. Constitution grants States the authority to regulate education within their boundaries. Even if the World Campus lacks physical presence, many states still require compliance. States with regulations expect that we obtain the necessary approvals before advertising or serving students in their state. **The state regulations predate the federal regulation and remain in effect.** Neither the court order nor any pending federal regulation changes the fact that institutions need to follow state laws.

Expectations

Penn State distance education must comply with any applicable approval or licensure statute in each state where we're "physically located," have "physical presence," or otherwise "operate." These definitions vary greatly from state to state. For some states, very few institutions will need to apply; in others however, almost every institution will need to apply.

In the majority of states, the need to seek authorization depends on the specific combination of that state's laws and the institution's activities conducted in that state. For some states, if all the institution is doing in the state is offering distance education courses, they do not need to apply. However, if they are also conducting any "trigger" activities, they may be required to apply; these also vary by state. Examples include advertising in local media, assembling students physically for class, internships or practica experiences, and recruiting activities among several others.

Contacts & More Information

Bob Igo	rli2@psu.edu	(814) 865-2992
Alayna Schmeider	aks187@psu.edu	(814) 863-4596

Web Learning Site: <https://weblearning.psu.edu/resources/penn-state-online-resources/state-authorizations/>

World Campus State Regulations Page: <http://www.worldcampus.psu.edu/state-regulations>

Section 24: Sponsored Accounts and Canvas (Replaces Friends of Penn State Accounts)

Sponsored accounts exist for World Campus guest lecturers and other stakeholders who are not PSU employees but need access to restricted systems. These accounts are managed by ITS and are charged back to the sponsoring unit on a monthly or yearly basis. In situations where PP&M needs to establish a sponsored account, it is recommended that a single individual from PP&M be appointed as the owner of the sponsored account with ITS. Additions or deletions are requested by the owner through the ITS account interface system. (ITS Accounts Services Office Web site: <http://identity.psu.edu/authentication-definition/sponsored-access-accounts/>)

Sponsored accounts will be created by World Campus for RDC-1 courses only, and are limited to those individuals who are guest speakers and are not officially associated with the university. The sponsored account process is facilitated by PP&M. When Learning Design staff receive a request to add a guest speaker to a course, they should send a request to the Director of Academic Affairs/Program Manager for review. If a sponsored account is appropriate, the DAA/PM will notify the owner of the sponsored account to add the guest to the account, otherwise the DAA/PM will refer the requestor to the Academic Partner/department for approval.

In cases where the individual requesting access is identified as a new adjunct faculty member or new faculty in transition, the Academic Partner/department will be responsible for establishing a temporary sponsored account. Learning Design staff should refer faculty directly to the Academic Partner for assistance.

Once the review is complete, the DAA/PM will notify the requesting Learning Design staff of the outcome (account established or directed to Academic Partner/department). If an account is established, the instructional designer along with the course instructor will determine the appropriate Canvas role to use for the guest speaker.

The sponsored account will be deleted for the guest speaker upon conclusion of the course, unless it is known in advance that the same individual will be participating in the course the following semester.

Appendix 8.1: World Campus Responsibilities across Revenue Distribution Categories

This attachment details the services provided by each support unit within World Campus. Support units include Program Planning and Management (PP&M), Marketing, Learning Design, Accessibility, Admissions, Academic & Enrollment Support Services, Registrar, Advising & Disability Services, Financial Operations, and Faculty Development. Services are indicated for each Revenue Distribution Category (RDC).

Hours and contact information for World Campus units are located at: <http://www.worldcampus.psu.edu/contacts-help>.

Overview of Unit Responsibilities

World Campus Program Planning and Management (PP&M) staff strategically manages the selection, development and delivery of undergraduate and graduate degrees and certificates, and associated courses, offered in collaboration with Penn State Academic Partners to students at a distance through World Campus. PP&M is the World Campus liaison to Academic Partners; PP&M staff work closely with all other World Campus units to ensure the smooth implementation of services necessary to deliver and maintain courses and programs.

Marketing is responsible for promoting World Campus as an entire portfolio as well as individual programs to adult learners at a distance. The marketing team works closely with Academic Partners to develop and implement a marketing plan designed to meet established program enrollment goals. The marketing unit drives awareness of World Campus brand and World Campus programs by maintaining the World Campus website and infrastructure. The channel marketing teams focus their efforts on the marketing of programming designed specifically for the International, Business-to-Business (B2B), Military, and Government channels. All marketing material is designed to convey consistent branding and is integrated within the World Campus portfolio of offerings for adult learners studying at a distance. The unit has extensive expertise in all mediums of marketing including, but not limited to, online and email marketing, search engine optimization, social media, event management, design, print and public relations.

Learning Design brings expertise in instructional systems, pedagogy, distance education, adult learning theory, and educational technology to ensure the development of courses that meet approved Quality Matters and University standards for online courses. Instructional design is at the core of the Learning Design unit that also includes multimedia services, instructional technology services, programming support, and quality assurance support. The unit continuously strives to identify innovative solutions in course design to address issues faced by adult learners. Learning Design works with PP&M and the Academic Partners to assure all courses are set up, reviewed, and ready for student enrollment.

Accessibility provides leadership in identifying and facilitating implementation of accessibility standards and best practices at all levels. Accessibility coordinates academic accommodations and support for students with disabilities, identifies and addresses access issues specific to special audiences such as the military, conducts and disseminates informal research, develops partnerships with external accessibility service providers, and conducts user testing with students who use assistive technologies.

Admissions & Student Aid helps students select the program that best meets their goals and provides guidance and advice with regard to financial aid matters. Admissions is responsible for recruiting students to the entire World Campus portfolio (undergraduate and graduate). Student Aid provides guidance and support regarding financial aid matters for all World Campus students.

The Registrar assists students with scheduling courses, reenrollments, executing changes to programs of study, and scheduling proctored exams.

The Bursar acts as the World Campus liaison to the central bursar and assists students with meeting their financial obligations to the university, processing third party tuition payments, and answering general inquiries about student accounts. Duties also include managing collections procedures both in-house and externally as well as executing tuition adjustments to student accounts.

Student Affairs serves as a primary resource for support and advocacy for World Campus students. The unit strives to provide a holistic Penn State student experience and foster a sense of community through virtual platforms. Student Affairs offers opportunities for engagement through student organizations, student activities/programming, and leadership opportunities like the World Campus Student Advisory Board. The unit also supports engaged scholarship by promoting experiences like virtual internships and study abroad. Student Affairs provides students with mental health case management by connecting students with local resources, as well as serving as the student conduct liaison. In addition, Student Affairs offers students career counseling resources such as career planning, resume review, and networking strategies.

Academic Advising assists students enrolled in undergraduate programs delivered through the World Campus (with a limited number of exceptions). Services provided are parallel to those offered by academic advisers who reside in an academic college.

Academic and Enrollment Support Services (AESS) serves students throughout the student life cycle, beginning with enrollment services such as Transitions (a college and career prep course for students considering college), New Student Orientation, and assessing readiness for online learning. The team is also responsible for transfer credit evaluation, prior learning assessment, and academic support services such as tutoring, math support, and outreach. The team interacts and collaborates with all student-facing units as well as PP&M in supporting students.

The World Campus HelpDesk & Outreach Information Technology (OIT) is available through phone, email, and live chat to provide students and faculty with technical assistance to ensure a successful online learning experience. OIT as a whole supports administrative integrated technologies used by the World Campus that assist in programmatic development, marketing, course delivery, and student services required for successful Penn State Online programs.

Faculty Development provides the resources, services and systems necessary to ensure the success of faculty participating in the delivery of World Campus courses and programs. Examples of services include a comprehensive offering of professional development programming, conferences, consulting faculty preparation services and the management of a

community of practitioners. Resources, services and systems created for this purpose may also benefit other faculty, instructors and staff at Penn State. Faculty Development also custom tailors its offerings to fit the needs of academic partners.

Financial Operations provides financial oversight of World Campus operations, including the overall management of income and expenditures.

World Campus Executive Administrative Office is responsible for setting the strategic direction of the World Campus. As such, the office builds and maintains strong partnerships with Academic Partners and University administrative offices, as well as provides leadership on University committees that direct online learning at Penn State. The responsibilities of this office apply to all aspects of the World Campus; hence they are not referenced below by Revenue Distribution Category.

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Appendix 8.2: Strategic Academic Value Exception (SAVE) Guidelines

Background

The purpose of the University Task Force on Revenue Sharing for the World Campus was to create a revenue sharing structure that would ensure the financial viability of the World Campus while optimizing the revenue flow to the academic colleges. The Revenue Distribution structure accomplishes those outcomes with RDC 1 or RDC 2. As a University, there are times when Penn State Academic Partners believe it is necessary to make program decisions based on academic need without balancing that against financial viability. The Strategic Academic Value Exception (SAVE) category is intended for this purpose. SAVE is not part of the Revenue Distribution model in terms of (1) ensuring World Campus financial viability, and (2) optimizing the flow of revenue to colleges. Rather it is an exception to the model for the purposes of ensuring that programs with special academic significance can still be delivered online if a college is willing to assume the financial risk. As such, the revenue distribution percentages for the Strategic Academic Exception level do not allow cost support for full marketing support and service. The SAVE level percentages also do not allow for any World Campus retained net revenue for ongoing strategic investment necessary to maintain and improve student support services.

As a result of the Task Force's recommendation to implement the SAVE category, there is a need to clarify and define principles as to when the SAVE category should apply to a World Campus program.

Principles

- The World Campus must abide by the University mandate that it fund inflationary and growth-related salary and benefit cost increases beyond 2009-10 levels.
- The World Campus must have one marketing presence in the online environment in order to maintain the highest potential visibility. Dilution of the marketing presence would undermine enrollment generation.
- For the World Campus to be successful, it must operate as a Penn State entity. In other words, the brand is Penn State.
- The RDC model must drive as much revenue to the colleges as possible while simultaneously ensuring the financial viability of the World Campus infrastructure.
- The SAVE category is only for academic programs that do not have financial viability (a zero balance or little net revenue).
- The number of SAVE programs must be limited so as not to threaten the financial viability of the World Campus. Such programs do require World Campus support (e.g., registrations, course set up for delivery, Help Desk). They also come with opportunity costs. The more SAVE programs the World Campus takes on, the less opportunity it has to work on programs that have the potential to be large enrollment and significant revenue generators.

- Market research indicates that a program cannot generate enough enrollments to be financially viable within three to five years.
- Experience with a program after two to four years indicates that it cannot generate enough revenue to be financially viable.
- No market research exists. Rather, the Academic Partner feels that it is an academic necessity to make the program available.
- Projected annual program enrollments beyond year 2 of between 50 and 200.
- Projected annual program income of less than \$250,000 beyond year 2.
- Ongoing projected financial losses.

Process

- World Campus and the Academic Partner proposing a program will jointly apply the SAVE criteria to determine if a program should be given an exception to the RDC model and receive a SAVE program designation. The decision to place a program in the SAVE category will be made jointly.
- All SAVE programs will be evaluated on a three-year cycle to determine if they continue to meet the SAVE criteria. If they do, they will remain in the SAVE category for another three-year cycle. If they do not (meaning they are generating enough enrollments and revenue to be financially viable), the World Campus and the sponsoring Academic Partner will place the program in either RDC-1 or RDC-2 after all development costs invested by the Academic Partner have been recovered.
- The SAVE Committee will include at its annual meeting a review of all World Campus programs, to determine if any SAVE programs should close or if any RDC-1 or RDC-2 programs should move to SAVE. At that time, the Committee also will be made aware of any situations of potential or actual SAVE programs in which the World Campus and the sponsoring Academic Partner cannot agree upon the appropriateness of a SAVE designation. It will be the Committee's responsibility to guide the World Campus and the sponsoring Academic Partner to a final determination of the appropriateness of the SAVE designation.
- A maximum of 1,000 program brochures will be printed for each SAVE program. Of this total, 250 brochures will be allotted for World Campus Request for Information (RFI) fulfillment, and up to 750 brochures will be supplied to the Academic Partner.

Criteria for Teach Out or Closure of SAVE Programs

In keeping with Academic Administrative Policy and Procedure C-3, Minimum Course Enrollment Threshold Expectations, a World Campus certificate or degree program that is operating at SAVE should be considered for phase out if the courses in that program are not consistently meeting the following minimum enrollments:

- 001 through 399-level courses: 15 students;
- 400-level courses: 8 students;
- 500-level and 800-level courses: 5 students.

There is recognition that circumstances can arise that necessitate offering, within reasonable tolerances, sections that do not meet the minimum threshold expectation. World Campus SAVE

programs that are not consistently meeting the minimum enrollment will be reviewed each semester. The SAVE review committee may recommend that the academic partner make additional marketing and recruitment efforts, or may recommend a phased teach-out of the program.

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Appendix 10.1: Permanent Funding Request Form

<u>World Campus Permanent Fund Request</u>						
College/Campus Name						
Program Name						
Budget/Fund						
Permanent Budget	Actual Revenue Share	Temporary Balance	Budget as a % of Total Revenue Share (Perm. Budget/Actual Revenue Share)	Conversion Request	New Permanent Budget	New Budget as a % of Total Revenue Share (New Perm. Budget/Actual Revenue Share)
The criteria is to have the permanent budget no more than 90% of total revenue sharing.						
Why are the permanent funds needed?						
What are the anticipated fulltime responsibilities of the faculty or staff—teaching (RI and WC, on-load and off-load), research and service—across the summer, fall and spring semesters, and anticipated 36- or 48-week salary?						
Approvals:						
Signature						
Printed Name						
	College Dean or Campus Chancellor			World Campus Assistant Vice Provost		