

Cover Sheet

SACS-COC Substantive Change Prospectus
University of Louisiana at Lafayette
Existing B.S. in Kinesiology – Concentration in Health Promotion and Wellness
From Face-to-Face to more than 50% Online Delivery
Proposed implementation: August 22, 2011
Submitted May, 2011

For more information or questions, please contact:

Jordan Kellman, Interim Director
Office of Academic Planning and Faculty Development
University of Louisiana at Lafayette
P.O. Box 1812
Lafayette LA 70504-1812
Phone: (337) 482 5414
Fax: (337) 482 6809
e-mail: kellman@louisiana.edu

Degrees the institution is authorized to grant : See attached pages from the UL Lafayette Catalogue.

Degrees which are related to the proposed programs:

- Bachelor of Science in Kinesiology – concentrations in Teacher Certification, Exercise Science, Health Promotion and Wellness, and Sports Management
- Bachelor of Science in Athletic Training

Institutional Strengths that facilitate the offering of the proposed program:

- Centrality of expanding access and developing online offerings in University's strategic plan
- Universal adoption of Moodle course platform and University agreement allowing use of ProctorU for exam administration
- Recent creation of Office of Distance and Electronic Learning with full-time Director
- Recent self-imposed CENTSS audit of web access to student services and ongoing systematic evaluation and improvement of online student services
- Recent dramatic improvements in bandwidth assets as well as server architecture and capacity, allowing increased internet traffic in all University areas
- Existing B.S. in Health Promotion and Wellness with many online sections
- A well-developed student learning outcome assessment protocol that will permit direct monitoring of student learning outcomes through the proposed change
- University adoption of Quality Matters® standard rubric for online course design and development
- Experience and outstanding qualifications of faculty members, including thorough training of all faculty in Quality Matters standards and online teaching experience
- Careful division of courses into online, hybrid and face-to-face formats that offer maximum flexibility to students while preserving quality and face-to-face instruction where necessary

| College of the Arts Undergraduate Programs | | | | | |
|---|-----------------------|----------------------------|--------------------|----------------|---|
| Department/Unit | Major | Concentration within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Architecture and Design</i> | Architectural Studies | | 124 | B.S. | <i>Single or multiple family housing design, commercial building design, real estate development, construction, contracting, consulting, preservation, federal, state or local government planning</i> |
| | Interior Design | | 120 | B.I.D. | <i>Private home design, commercial design, city and regional planning</i> |
| | Industrial Design | | 120 | B O.I.D. | <i>Manufacturing, product development, product design</i> |
| <i>Music</i> | Music | | 120 | B.M. | <i>Performance, composing/arranging, music media – recording, television, radio Music Education at a school level (K-12)</i> |
| | | Jazz Studies | | | |
| | | Music Media | | | |
| | | Piano Pedagogy | | | |
| | | Performance | | | |
| | | Theory/Composition | | | |
| <i>Performing Arts</i> | Performing Arts | Theater | 120 | B.F.A. | <i>Acting, producing, directing, stagecraft, writing</i> |
| | | Dance | | | <i>Performance, dance education</i> |
| <i>Visual Arts</i> | Visual Arts | Ceramics | 120 | B.F.A. | <i>Studio arts, design, art history as it related to museums, galleries or preservation societies, art and jewelry sales and design, arts administration, commercial art, graphic design, computer animation, illustrations, photography, print and other related fields such as fashion, textiles, interior design and education</i> |
| | | Computer Art and Animation | | | |
| | | Graphic Design | | | |
| | | Media Art | | | |
| | | Metalwork and Jewelry | | | |
| | | Painting | | | |
| | | Photography | | | |
| | | Printmaking | | | |
| | | Sculpture | | | |
| | | | | | |
| | | | | | |

| B. I. Moody III College of Business Administration Undergraduate Degree Programs | | | | | |
|---|---|-----------------------------------|---------------------------|-----------------------|--|
| Department/Unit | Major | Concentration Within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Accounting</i> | Accounting | | 120 | B.S.B.A. | <i>Auditing, income tax compliance and planning, financial planning, international accounting, management consulting services, governmental accounting, assurance services, environmental accounting, forensic accounting, litigation support services, asset valuation services, corporate finance, financial reporting, banking and information technology service</i> |
| <i>Business Systems, Analysis and Technology</i> | Management Information Systems | | 120 | B.S.B.A. | <i>Analysis/programming, information systems, hardware design consulting, telecommunications, small business systems, local-area network operations,</i> |
| <i>Economics and Finance</i> | Economics | | 120 | B.S.B.A. | <i>Private industry, international trade, product development, insurance, banking, medical administration, real estate, non-profit organizations, federal, state and local government agencies</i> |
| | Finance | | | | <i>Budget management, cash management, credit analysis, financial analysis, financial planning, banking, securities, real estate, insurance</i> |
| | Insurance and Risk Management | | | | <i>Risk management, risk analysis, underwriting, claims adjustment, financial planning, premium audit, loss</i> |
| <i>Management</i> | Management | | 120 | B.S.B.A. | <i>Corporate/small business management, retail store management, restaurant management, quality management, human resources</i> |
| | Professional Land and Resource Management | | | | <i>Industries dealing with land, natural sources, and environmental management issues</i> |
| <i>Marketing and Hospitality</i> | Marketing | | 120 | B.S.B.A. | <i>Advertising layout management, physical distribution management, purchasing, retail store management, sales training and a solid foundation for small business ownership</i> |
| | Hospitality Management | | 120 | B.S.B.A. | <i>Restaurant management, hotel management, cruise line industry, tourism development, hotel and tourism sales, resort management, human resource management, airline industry</i> |

| College of Education | | | | | | |
|--------------------------------------|-------------------------------|-----------------------------------|---------------------------|-----------------------|---|-----------------------------------|
| Undergraduate Degree Programs | | | | | | |
| Department/Unit | Major | Certification within major | Total Credit Hours | Degree Awarded | Career Opportunities | |
| Curriculum and Instruction | Early Childhood | | 124 | B.S. | <i>Teach Pre-K-3</i> | |
| | Elementary Education | | 126 | B.S. | <i>Teach elementary education 1-5</i> | |
| | Middle School Education (4-8) | | 128 | B.S. | <i>Teach middle school education 4-8</i> | |
| | Secondary Education (6-12) | Biology | | 120 | B.S. | <i>Teach biology 6-12</i> |
| | | Business | | 120 | B.S. | <i>Teach business 6-12</i> |
| | | Chemistry | | 120 | B.S. | <i>Teach chemistry 6-12</i> |
| | | Earth Science | | 120 | B.S. | <i>Teach earth science 6-12</i> |
| | | English | | 120 | B.A. | <i>Teach English 6-12</i> |
| | | General Science | | 120 | B.S. | <i>Teach general science 6-12</i> |
| | | Mathematics | | 120 | B.S. | <i>Teach mathematics 6-12</i> |
| | | Physics | | 120 | B.S. | <i>Teach physics 6-12</i> |
| | | Social Studies | | 123 | B.A. | <i>Teach social studies 6-12</i> |
| | Speech | | 120 | B.S. | <i>Teach speech 6-12</i> | |
| | K-12 | Art | | 123 | B.A. | <i>Teach art K-12</i> |
| Kinesiology | | | 120 | B.S. | <i>Teach health and PE K-12, coaching</i> | |
| Instrumental Music | | | 130 | B.M.E. | <i>Teach instrumental music education K-12</i> | |
| Vocal Music | | | 130 | B.M.E. | <i>Teach vocal music education K-12</i> | |
| Kinesiology | Kinesiology | Teacher Certification | 120 | B.S. | <i>Teach health and PE, K-12</i> | |
| | | Exercise Science | 120 | B.S. | <i>Corporate and commercial fitness, clinical rehabilitation, physical therapy</i> | |
| | | Health Promotion and Wellness | 120 | B.S. | <i>Health education departments, health and wellness centers, community health</i> | |
| | | Sports Management | 120 | B.S. | <i>Managing collegiate sport and recreation, professional sport, sport media</i> | |
| | Athletic Training | | 123 | B.S. | <i>Secondary schools, colleges, professional sports programs health care agencies</i> | |

| College of Engineering Undergraduate Degree Programs | | | | | |
|---|---------------------------|---------------------------------------|-----------------------------------|---------------------------|---|
| Department/Unit | Major | Concentration Within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Engineering</i> | Chemical | | 129 | B.S.C.H.E. | <i>Oil and gas industry, refineries, petrochemical, pulp and paper, textile, plastic pharmaceutical cosmetic, or food processing industries</i> |
| <i>Civil Engineering</i> | Civil | | 128 | B.S.C.I.E. | <i>Construction industry, engineering or architectural firms, utility or oil companies, telecommunications</i> |
| <i>Electrical and Computer Engineering</i> | Electrical Engineering | | 127 | B.S.E.E. | <i>Utilities companies, architectural or engineering firms, aeronautical/aerospace or automotive industries, computer firms, consumer product agencies, oceanography, transportation industry</i> |
| <i>Industrial Technology</i> | Industrial Technology | | 120 | B.S.I.T. | <i>Computer integrated manufacturing, mechanical and fluid power, electronics and computers</i> |
| <i>Mechanical Engineering</i> | Mechanical Engineering | | 128 | B.S.M.E. | <i>Transportation industry, utilities, equipment design, computer-aided design and manufacturing fields, oil services</i> |
| <i>Petroleum Engineering</i> | Petroleum Engineering | | 127 | B.S.P.E. | <i>Petro-chemical industry, Oil and gas companies, research facilities, private engineering and consulting firms</i> |

| College of General Studies Undergraduate Degree Program | | | | |
|--|-----------------|-----------------------------------|---------------------------|-----------------------|
| Department/Unit | Major | Concentration within Major | Total Credit Hours | Degree Awarded |
| | General Studies | Arts and Humanities | 120 | B.G.S. |
| | | | | |
| | | | | |
| | | Natural Sciences | 120 | B.G.S. |
| | | | | |
| | | | | |
| | | Behavioral Sciences | 120 | B.G.S. |
| | | | | |
| | | | | |
| | | Applied Sciences A | 120 | B.G.S. |
| | | | | |
| | | | | |
| | | Applied Sciences B | 120 | B.G.S. |

Graduates of the College of General Studies have used the Bachelor of General Studies degree to enter a variety of post-baccalaureate (e.g., teacher certification), professional (e.g., medicine, law, social work) and graduate programs. Specific examples of master's degree programs our graduates have entered with the BGS include (but are not limited to), Counseling, Psychology, Communicative Disorders, and Engineering. Our graduates have also gone on to earn the Master's of Public Health, Master's of Public Administration, Master's of Business Administration, etc.

College of General Studies graduates have also used the BGS to qualify for positions with companies in a variety of industries (e.g., pharmaceutical, retail, petroleum, telecommunications, healthcare).

| College of Liberal Arts Undergraduate Degree Programs | | | | | |
|--|--------------------------------|-----------------------------------|---------------------------|-----------------------|--|
| Department/Unit | Major | Concentration Within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Communication</i> | Organizational Communication | | 120 | B.A. | <i>Major networks, commercial broadcast stations, public television and radio stations, cable television, private television production business corporations, independent syndications</i> |
| | Mass Communication | Broadcasting | 125 | B.A. | <i>Commercial broadcast stations, public/private television stations, radio stations, national/state networks, wire services, cable stations</i> |
| | | Journalism | 125 | B.A. | <i>Newspapers, consumer magazines, specialized magazines, technical and industrial publications, publishing houses, online publishers</i> |
| | | Media Advertising | 125 | B.A. | <i>Commercial broadcast stations, online publishers, major/local networks, commercial broadcast stations</i> |
| | Public Relations | | 125 | B.A. | <i>Public relations firms, public or cable stations, publishers, advertising firms, hotel and tourism industry, political campaigns, sports media</i> |
| <i>Communicative Disorders</i> | Speech Pathology and Audiology | | 120 | B.A. | <i>Hospitals, physicians' offices, schools (K-12), universities, colleges, speech, language and hearing centers, home healthcare, nursing homes</i> |
| <i>Criminal Justice</i> | Criminal Justice | | 120 | B.S. | <i>Corrections, counseling, juvenile justice, probations and parole, victim advocacy, court reporting, forensics, internet security</i> |
| <i>English</i> | English | | 120 | B.A. | <i>Newspapers, magazines, publishing house, radio/TV, movie companies, publications, mass-market, paperback companies, promotional/advertising agencies, corporations, government agencies</i> |
| <i>History and Geography</i> | History | | 120 | B.A. | <i>State and federal agencies, state and municipal archives, arts and humanities councils, law firms, museums</i> |
| <i>Modern Languages</i> | Modern Languages | French/Francophone | 120 | B.A. | <i>Overseas aid agencies, overseas dependents schools, intelligence and law enforcement agencies, import/export companies, foreign firms operating in US, travel agencies, universities</i> |
| | | German | | | |
| | | Spanish/Hispanic | | | |
| <i>Moving Image Arts</i> | Moving Image Arts | | 120 | B.A. | <i>Commercial and public television, private film production firms, video game production firms, federal government</i> |
| <i>Political Science</i> | Political Science | Pre-Law | 120 | B.A. | <i>Federal, state, local governments, law firms, public interest groups, law enforcement, corporations</i> |
| <i>Psychology</i> | Psychology | | 120 | B.S. | <i>Federal, state and local government agencies, nonprofit organizations, mental health centers</i> |
| <i>Sociology and Anthropology</i> | Anthropology | | 120 | B.A. | <i>Museums, national park and forest services, site management, historic preservation offices</i> |
| | Sociology | | 120 | B.A. | <i>Local planning agencies, hospitals, health agencies, organizational planning firms, market research, child care agencies, court systems</i> |
| | Child and Family Studies | | 120 | B.S. | <i>Health agencies, local planning agencies, public and private nursing homes, hospitals, care agencies, parent education centers, public and private social agencies</i> |

| College of Nursing and Allied Health Professions | | | | | |
|---|-------------------------------|-----------------------------------|---------------------------|-----------------------|--|
| Undergraduate Programs | | | | | |
| Department/Unit | Major | Concentration within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Nursing</i> | Nursing | | 120 | B.S.N. | <i>Staff nursing, home health, rural nursing, travel nursing, private duty, occupational health, hospital specialties including pediatrics, surgical, emergency, critical care, maternity, women's health newborn intensive care, cancer treatment, psychiatric/mental health, operating/recovery room</i> |
| <i>Allied Health</i> | Pre-Dental Hygiene | | 61 | None | <i>Clinician in dental environment</i> |
| | Two-Year Transfer Program | | | | |
| | Dietetics | Nutrition | 120 | B.S. | <i>Hospitals, HMOs or other health care facilities, sports nutrition and corporate wellness programs, food and nutrition-related businesses and industries, private practice, federal, state, community and public health agencies, universities and medical centers, research</i> |
| <i>Health Information Management</i> | Health Information Management | | 120-122 | B.S. | <i>HIM systems management, data systems management, data quality management, information security</i> |

| Ray P. Authement College of Sciences Undergraduate Degree Programs | | | | | |
|---|---|-----------------------------------|---------------------------|-----------------------|---|
| Department/Unit | Major | Concentration within Major | Total Credit Hours | Degree Awarded | Career Opportunities |
| <i>Biology</i> | Biology | | 120-129 | B.S. | <i>Pharmaceutical companies, federal and state government laboratories and agencies, public health, nursing, pharmacy, food industry companies, botanical gardens and arboretums, hospitals, public health facilities, professional schools of medicine</i> |
| | Microbiology | | 120-124 | | |
| | Resource Biology & Biodiversity | | 120-132 | | |
| <i>Chemistry</i> | Chemistry | | 120-125 | B.S. | <i>Textile, cosmetic, petroleum, glass, paper or plastics industries, plant and animal breeders and growers, universities, colleges</i> |
| <i>Computer Science</i> | Computer Science | Cognitive Science | 120 | B.S. | <i>Human factors engineering, human-computer interface design</i> |
| | | Information Technology | | | <i>Business systems design and analysis, networking</i> |
| | | Scientific Computing | | | <i>Medicine, security, forensics, E-commerce, biology, digital imaging</i> |
| | | Computer Engineering | | | <i>Semiconductor design, robotics, control systems, operations research</i> |
| | | Video Game Design | | | <i>Entertainment software industry, simulation, medical imaging.</i> |
| <i>Geology</i> | Geology | Environmental Geology | 120-122 | B.S. | <i>Environmental protection agencies, Mining, well service and drilling companies, construction, energy or independent drilling companies</i> |
| | | Petroleum Geology | | | <i>Petroleum industry including oil and gas exploration and production, universities, colleges</i> |
| <i>Mathematics</i> | Mathematics | | 120 | B.S. | <i>CPA, banking insurance, computer hardware and software firms</i> |
| <i>Physics</i> | Physics | | 120 | B.S. | <i>Observations, planetariums, science museums, airports, nuclear power plants, universities, colleges</i> |
| <i>Renewable Resources</i> | Environmental and Sustainable Resources | Natural Resources | 120-122 | B.S. | <i>National and state park services, soil and water conservation, environmental safety and health department, fish and wildlife center</i> |
| | | Industry and Environment | 120-122 | | <i>Environmental consultant, environmental engineer, site assessor, recycling coordinator/technician</i> |
| | | Sustainable Systems | 120-122 | | <i>Food and fiber industry, state and federal resource management agencies, field ranger, peace corps volunteer, environmental planner</i> |
| | Pre-Veterinary | | | | <i>Prepares students for admission to LSU School of Veterinary Medicine</i> |

SACS-COC Substantive Change Prospectus
University of Louisiana at Lafayette
Existing B.S. in Kinesiology -
Concentration in Health Promotion and Wellness
From Face-to-Face to more than 50% Online Delivery
Proposed implementation: Fall, 2011

May 6, 2011

1. Abstract

The proposed change will transition the Bachelor of Science in Kinesiology – Concentration in Health Promotion and Wellness (HPW) degree program to an online program. The intended date of implementation is fall 2011 with classes beginning Monday, August 22, 2011. This proposed change does not involve the initiation of an off-campus site. Candidates will be able to obtain their degree by completing the majority of courses using hybrid and online delivery formats. The projected life of the program will be ongoing. The primary target audience is the traditional college student and non-traditional students who are unable to complete a traditional bachelor's degree because of schedule conflicts, and who wish to pursue or complete the Bachelor of Science Degree online.

The University of Louisiana at Lafayette (UL Lafayette)'s Health Promotion and Wellness (HPW) program was established in 1992 to better meet the aspirations of candidates in the Department of Kinesiology who were interested in pursuing health promotion and health education careers. Other concentration areas in Kinesiology (Exercise Science, Sports Medicine [now Athletic Training], Health and Physical Education, and Sport Management) did not provide the educational foundation necessary to become a Health Promotion Specialist. The Health Promotion Specialist (HPW graduate) responsibilities typically range from promoting, maintaining, and improving individual and community health to collecting and analyzing data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies and environments.

The HPW curriculum is designed to provide the competencies and educational foundation necessary to enable graduates to pursue employment opportunities in health promotion settings that include non-profit health agencies, for-profit health agencies, state level agencies, national level agencies, worksite or corporate wellness, and/or hospital settings. Additionally, coursework completed in the HPW curriculum offers the opportunity for candidates to qualify for certification by the National Commission for Health Education Credentialing (NCHEC) as a Certified Health Education Specialist (C.H.E.S.) upon completion of the C.H.E.S. exam.

The Department of Kinesiology is preparing for increases in candidates upon approval to offer the program online. Recent growth has prompted work on course delivery and student support services to

meet the demand of a larger market that will be served through an online program. In fall 2010, the HPW program had its largest enrollment (23 enrolled) in HLTH 335 Clinical Experience in HPW and 8 enrolled in HLTH 499 Internship in HPW, since program inception in 1992. It can be estimated that the 23 candidates enrolled in the HLTH 335 course will graduate in the next year to year and a half given that this course is a final requirement prior to graduation. Thirteen candidates are presently completing their internship during spring 2011 semester, with an anticipated graduation date of May 2011. Currently online sections of HPW courses fill whenever they are offered.

The University has a newly revamped Moodle course platform that all students are familiar with and that will serve as an effective platform for online learning, and a major redesign of online student services is underway. UL Lafayette has a new commitment to serving changing student delivery needs, and the HPW program is well positioned to become the first online undergraduate program at the University, to help meet market demands and to increase enrollment and graduation.

2. Background Information

Statement of Nature and Purpose of Change in Context of the Institution's Mission and Goals

The purpose of the proposed change from a face-to-face to an online HPW program is to attract the "new norm" of traditional students with an interest in this area, but with shrinking opportunity to participate in a traditionally delivered program. An online program also provides opportunities for the non-traditional student to pursue a college degree. The proposed transition of the HPW program to an online program clearly aligns with the University's mission: "to achieve excellence in undergraduate and graduate education, in research, and in public service;" and its strategic plan, *Tradition, Transition, and Transformation*: transitioning to an online program directly links to the University's strategic imperative 3, objective 3B, "to enhance the classroom experience" through offering "distance learning to select markets and assure high quality delivery" and creating "increased opportunities for active learning and community engagement."

University of Louisiana at Lafayette – Mission

The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelors, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by the Colleges of the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody III College of Business Administration, Ray P. Authement College of the Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

University of Louisiana at Lafayette – Vision

To further the University's evolution as a distinctive institution recognized as a catalyst for transformation—of students, faculty, staff, Acadiana, Louisiana, and the globe—through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.

University of Louisiana at Lafayette - Strategic Plan

Tradition, Transition, and Transformation, the University's 2009-2014 strategic plan, provides the foundation for all distance and electronic learning policies, procedures, and activities. Delivery of high quality electronic courses contributes to achievement of an expressed University core value - "the creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of our world." Distance and Electronic Learning is aligned with strategic imperative 3 - "Facilitating quality teaching and learning" and cited in Objective 3B - "To enhance the classroom experience" through offering "distance learning to select markets and assure high quality delivery" and creating "increased opportunities for active learning and community engagement." The pervasive language used throughout the University's strategic plan clearly expresses the University's commitment to this mode of instructional delivery.

University of Louisiana at Lafayette - Vision for Distance and Electronic Learning

During the spring 2010 semester, the University Council adopted the following University vision for Distance and Electronic Learning:

The University of Louisiana at Lafayette will become a premier provider of electronically delivered courses and degree programs based on the University's core values, its strategic imperatives, and the guiding principles of anytime - anywhere, student-focused, and learning-centered education. The result of leveraging technology to its best capabilities will enhance the reputation of the University, increase intellectually stimulating opportunities for students, and improve retention and graduation rates.

Electronically delivered courses and degree programs will be accessible by students through a personal learning environment with integrated and relevant support services. This environment will facilitate meaningful, consistent engagement with highly-trained faculty in a dynamic community of learners with activities leading to mastery of course and program learning outcomes while maintaining academic integrity. By adopting nationally established best practices, the University's colleges and departments will employ the appropriate learning technologies to offer a variety of delivery alternatives. These varied formats will address differing student learning styles, needs, and preferences, thereby attracting and serving more contemporary learners.

The University will provide access to electronic learning technologies and training on new pedagogies. Integration of these new instructional tools and techniques by faculty and staff will improve the overall quality of teaching and learning and enhance student engagement and success at the University of Louisiana at Lafayette.

University of Louisiana at Lafayette - Commitment to Academic Quality and Rigor in Electronic Environments

The University of Louisiana at Lafayette places great emphasis on the consistency, continuity, and integrity of the learning environment. All electronic academic courses at the University are considered equivalent to traditional courses, are taught by regular faculty as well as approved adjunct faculty, and adhere to all the same standards, prerequisites, and requirements as traditional sections of identical courses. Equivalency means the "totality of learning experiences for each learner should cover the same area, even if individual experiences might be quite different" (Simonson, 2007). Regardless of the delivery format, LEARNING is the primary aim with achievement of stated course and program learning outcomes as the primary assessment measure.

University of Louisiana at Lafayette Office of Distance and Electronic Learning - Goals

The goals of the Office of Distance and Electronic Learning include the following:

- Create college courses and programs through alternate delivery methods in order to offer educational opportunities to students unable to accommodate a traditional class schedule.
- Ensure the technology used is appropriate to the nature and objectives of the academic programs.
- Expand educational opportunities in a financially responsible manner through synchronous and asynchronous electronic learning.
- Provide technical training to university faculty in the use of e-learning instructional techniques and in the use of associated technologies.
- Facilitate student success in distance learning courses and programs by providing and promoting an environment of equal opportunity.

Health Promotion and Wellness Program – Introduction

The Health Promotion and Wellness (HPW) program is a concentration area in the Department of Kinesiology, within the College of Education. Candidates obtain a Bachelor of Science in Kinesiology degree, with a concentration in Health Promotion and Wellness. Under the proposed change, candidates would complete the same curriculum as before, but would take the majority of courses toward the degree using online and hybrid course delivery formats. The intended date of implementation is fall 2011.

The proposed online HPW program will be hosted on Moodle, the course management system used by UL Lafayette. Moodle allows faculty members to create effective and engaging electronic courses. Moodle offers course management features such as a forum that allows for interaction between instructor and student, student and student, and student and content. Other course management features include assignments, chat, choice (poll), glossary, lesson, quiz, and wikis. Moodle provides for communication between instructor and student in the form of emails, quickmail, and discussion question and answer forums. Additionally, Moodle provides access to collaboration, activities, critical reflections, and detailed grading options.

The majority of the courses will be delivered online or as hybrids, with a few courses remaining face-to-face. Faculty members in the HPW program have carefully determined the best alignment of course delivery to acquisition of program and course learning outcomes. Several of the required General Education Core courses are already delivered online, while many others are being created as online (OL) and hybrid (HY) during the spring, summer and fall 2011 semesters. Many of the Kinesiology (KNES) courses in the HPW program will continue to utilize face-to-face delivery as necessary due to laboratory components and some sections of Health (HTLH) courses will be offered face-to-face as an option. See [Appendix 1: Courses, Credits, Delivery, and Transition Plans](#).

Health Promotion and Wellness Program Curriculum

The HPW curriculum consists of 120 credit hours, including all the Core Course requirements of the Board of Regents and UL Lafayette; English Composition (6 hours), Mathematics (6 hours, with first course college-level algebra), Natural Sciences-Biological and Physical (9 hours), Social/Behavioral Sciences (6 hours), Humanities (9 hours), Fine Arts (3 hours), other Arts, Humanities, or Behavioral Sciences (3 hours), and Computer Literacy. See [Appendix 2: University of Louisiana at Lafayette Courses Fulfilling Core Requirements of Board of Regents and UL Lafayette](#).

In addition to the Board of Regents and UL Lafayette Core course requirements, the HPW curriculum is comprised of 48 credits of required Health (HLTH) courses and 23 credits of required Kinesiology (KNES) courses. The required HLTH courses include a variety of health content courses, including First Aid, Cardiopulmonary Resuscitation (CPR), Chemical Substance Abuse, Wellness, Stress and Stress

Management, Nutrition for Sports and Fitness, Health and Sexuality, World Health Issues, and Epidemiology. The curriculum also includes health promotion courses fundamental to the preparation of a Health Promotion Specialist. The health promotion courses include Comprehensive Health Programs, Clinical Experience in HPW, Health Promotion and Program Planning, Organization Funding Strategies, and Internship in HPW. Two additional electives are required in the curriculum; candidates are provided a choice of elective HLTH courses, or courses from outside the Department of Kinesiology; i.e. Psychology, Diet, Communication, Management, Marketing, or Sociology. For the semester course sequence and the list of approved choices from outside the Department (on page 2 of Curriculum), see [Appendix 3: Health Promotion and Wellness Curriculum 2011-2013](#). To view course descriptions including delivery methods available, see [Appendix 4: Health \(HLTH\) and Kinesiology \(KNES\) Course Descriptions, Credits, Delivery System](#).

Service learning requirements are included in the HPW curriculum throughout the four years of undergraduate study:

Service Learning Requirements in HPW Curriculum

| Course | Semester Course Taken | Hours of Service Learning Required |
|--|-----------------------|------------------------------------|
| KNES 101 Introduction to KNES | Freshman | 15 |
| HLTH 214 Comprehensive Health Programs | Sophomore | 20 |
| HLTH 335 Clinical Experience in HPW | Junior | 40 |
| HLTH 440 Health Promotion Program Planning | Junior | 20 |
| HLTH 460 Organization Funding Strategies | Junior | 20 |
| HLTH 499 Internship in HPW | Senior | 240 |
| Total hours of service learning activities | | 355 |

As a result of the required 355 hours of service learning activities, throughout the HPW curriculum, candidates have the opportunity to network, exchange ideas, and work with individuals in many health promotion organizations and agencies, while obtaining real world experience. The service learning hours will not be affected by transitioning the HPW program online. Verification of service learning hours is provided by the student, who submits a signature page and a written reflection of each service learning experience. The instructor then verifies that the required amount of hours have been completed satisfactorily, via email or phone call, with the service learning supervisor.

Candidates are required to participate in clinical experiences (HLTH 335) and an internship in HPW (HLTH 499), providing hands-on learning experiences in the community. Clinical experience and internship sites include nonprofit, corporate and hospital settings. The candidate completes the HLTH 335 Clinical Experience in HPW during the junior year. In the clinical experience course candidates participate in at least 40 hours of service learning activities in local health agencies and organizations.

In the final semester of the senior year, candidates complete the internship, HLTH 499, working with two health agencies/organizations and participating in at least 240 hours of hands-on learning. Faculty in the HPW program have prepared candidates with the knowledge, skills, and dispositions to

succeed in the internship as a result of the skills and behaviors that are taught and practiced throughout the candidates' curriculum.

Health Promotion and Wellness faculty at UL Lafayette, responsible for coordinating and supervising the HPW internships, have increased the number of internship agencies and organizations due to the growing number of candidates enrolled in the program. Additionally, more individuals from local health agencies and organizations have expressed a desire for HPW interns:

- Heather Blanchard, Executive Director of Susan Komen of Acadiana, verbally discussed (February 2011) internship and clinical experience opportunities with her organization.
- Chad Callier, Wellness Director of Phoenix Offshore Solutions, discussed via email (January 2011), the possibility of students interning with his organization.
- Chris Johnson, Director of Wellness at Acadian Companies met with 2 health faculty members in December 2010 to discuss internships.

These discussions have led to internships at Acadian Companies and Phoenix Offshore Solutions during the spring 2011 semester. The demand for Health Promotion Specialists is anticipated to increase as more organizations and agencies become aware of the skills and expertise of Health Promotion Specialists. See [Appendix 5: Health Promotion and Wellness Clinical Experience Sites, Internship Sites, and Employment Opportunities](#).

Graduates of UL Lafayette Health Promotion and Wellness Program

Many health promotion and wellness graduates have attained employment in the Lafayette area. Previous graduates from the HPW program have secured employment with Southwest Louisiana Area Health Education Center (SWLAHEC), Lafayette Health Care (LHC) Group, American Cancer Society of Acadiana, UL Lafayette Department of Kinesiology, UL Lafayette Police Department, Sterling Wellness, Joshua's Place, Inc., Lafayette General Medical Center Wellness Program, Woman's Foundation, Inc. of Acadiana, Family Violence Intervention Program, Bridge Ministry of Acadiana, Miles Perret Cancer Service, and the United Blood Service of Acadiana. Some former graduates have attained further certifications in fitness and personal training. Two recent graduates (Fall 2010) have been accepted into UL Lafayette's graduate school to obtain a Master's in Business Administration (MBA) with a concentration in Health Care Administration (HCA), and one has secured employment at Woman's Foundation, Inc. as the Community Education Coordinator. Another recent graduate is attending Chiropractic School.

Additionally, coursework completed in the HPW curriculum offers the opportunity for candidates to qualify for certification by the National Commission for Health Education Credentialing (NCHEC) as a Certified Health Education Specialist (C.H.E.S.) upon completion of the C.H.E.S. exam. The NCHEC certification requires 25 hours of health credits, all of which are currently included in the HPW curriculum. The mission of NCHEC is to certify health educators and promote professional development to strengthen HPW preparedness and practice. Several former HPW graduates are now Certified Health Education Specialists.

Projections for Candidates in the Online Health Promotion and Wellness Program

An increase in candidates graduating is expected to occur in the HPW program. This increase is based on the number of candidates presently enrolled in health promotion courses that are near graduation. In the fall 2010 semester, HPW program had its largest enrollment in HLTH 335 Clinical Experience in HPW (23 enrolled) and HLTH 499 Internship in HPW (8 enrolled) since program inception in 1992. With increases of program demand and job availability (see Section 3: Assessment of Need and Program Planning/Approval), this is a prime opportunity to transition the HPW program to an online delivery system to help meet market demands and increase enrollment and graduation. See [Appendix 6: Recruitment Plan: Health Promotion and Wellness Online Program](#).

Student demand for online HPW sections indicates that such growth will be accelerated with a majority of classes available online. Currently, online health courses fill immediately during the university course registration time period and candidates regularly express the desire for the addition of more online courses. See [Appendix 7: Enrollments in Online Courses Fall 2008-Spring 2011](#). In addition, faculty members in the Department of Kinesiology have recently submitted a proposal for a Master's degree that provides a choice of two concentration areas. The Health Promotion, Recreation and Sport Management concentration area in the proposed Master degree is designed with the majority of courses to be delivered online. An undergraduate online HPW Program would provide a solid foundation for the proposed Master's degree in Kinesiology with the Health Promotion, Recreation, and Sport Management track, and would thus allow UL Lafayette to serve a broad new population of students in this area who are only able to complete online degrees.

Evidence of Legal Authority for the Change

The Louisiana Board of Regents Policy 2.12: Delivery of Degree Programs through Distance Learning Technology required the University to seek its approval prior to submitting this substantive change proposal. Using a standard form provided by the Regents, the University submitted a request to offer an online Bachelor in Science with a concentration in Health Promotion and Wellness to the University of Louisiana System on February 30, 2011. The System gave its staff approval and transmitted the request to the Board of Regents ([Appendix 8: UL System Board approval](#)). The University received administrative approval from the Louisiana Board of Regents on March 28, 2011 directing the institution to proceed with its request to SACS-COC ([Appendix 9: State Board of Regents Approval](#)).

Is Proposed Degree Program or Similar Program Offered on Main Campus or at other Approved Off-campus Sites?

We are proposing that the current Health Promotion and Wellness program be offered online, by faculty who work on the main campus of UL Lafayette, in Lafayette, Louisiana, and who already currently teach the same content on campus.

3. Assessment of Need and Program Planning/Approval

Rationale for Change

The Health Promotion and Wellness (HPW) program was established in 1992 to better meet the aspirations of students in the Department of Kinesiology at UL Lafayette who were interested in pursuing health promotion and health education careers. The proposed change is to transition the delivery format for the HPW program to a primarily online delivery method, whereby students could obtain their degree through a format where over 50% of courses are either online or hybrid. The HPW program is perfectly positioned to become the first online undergraduate program at UL Lafayette for several reasons. First, the HPW program currently offers some Health (HLTH) courses and General Education Core courses as online or hybrid. Second, the HPW faculty has obtained the proper training and credentials, through the UL Lafayette Office of Distance Learning, to effectively create, deliver and administer electronic courses. Third, there is rapidly increasing demand on UL Lafayette campus for online course offerings. The HPW courses that are currently online fill immediately once the university pre-registration period is open to students.

According to a report, Learning on Demand: Online Education in the United States, 2009 (Sloan-C), online enrollments have continued to increase with over 4.6 million candidates taking at least one online course during the fall 2008 semester. In this report it is indicated that the demand is greater for online course offerings than for face-to-face course offerings. Additionally, in the report it is stated "The economic impact has been greatest on demand for online courses, with 66 percent of institutions

reporting increased demand for new courses and programs and 73 percent seeing increased demand for existing online courses and programs.” (Sloan-C). The recent state and national recession and the budget cuts to higher education in Louisiana created the environment to study the transition of the HPW program into an online program. Through the University’s program review and prioritization process conducted in Fall 2010-Spring 2011, the Office of Academic Affairs concluded that an online HPW program was feasible and could be advantageous in attracting new students to UL Lafayette. With increases of program demand and job availability, this is a prime opportunity to transition the HPW program to an online delivery system to help meet market demands and increase enrollment and graduation rates.

Assessment of Need

With the crippling economy of today’s Louisiana and the budget cuts to higher education, the transition of the HPW program into an online program at this time is feasible and advantageous to UL Lafayette economically. Online HPW classes are consistently full, with the majority of courses accommodating overrides, whereby the course exceeds the maximum number of students (see [Appendix 7: Enrollments in Online Health Courses Fall 2008-Spring 2011](#), for a historical perspective of enrollments in online HPW courses). Enrollment at UL Lafayette continues to increase as evidenced by spring 2011 enrollment figures.

The Center for Adult Learning in Louisiana (CALL: www.yourCALLla.org.) recently reported that 626,308 adults 25-64 have some college and no degree based on its staff’s analysis of census data. For many non-traditional adult students at UL Lafayette, attending the traditional face-to-face class is not an option due to work and family schedules. According to CALL’s profile of Louisiana adult learners done in conjunction with LSU’s Life Course and Aging Center, adult learners prefer more convenient, easily accessible courses, and courses delivered online. Moreover, courses offered in an online HPW program can prepare citizens to fill the 51% of new jobs created by 2018 that will require a degree, many for positions in the health care industry (Georgetown Center for Education and Workforce).

Evidence of Inclusion of the Change in Institution’s Planning and Evaluation Processes

Tradition, Transition, and Transformation, the University’s 2009-2014 strategic plan, served as the catalyst for this substantive change request. Additionally, two University studies conducted by external organizations in the fall 2009 semester provided a framework underscoring the decision to move toward creating online degree programs.

First, the University commissioned Noel Levitz to study the market demand for an adult degree completion program (Market Demand Study: Adult Degree Completion Research, August, 2009). This study revealed that 71% of prospective students were somewhat or very interested in taking courses online. Authors of this study stated, “This is a strong indicator that UL Lafayette should have a significant online component for its curriculum for adult students.”

A site visit from a team of e-learning experts organized by the Southern Regional Education Board (SREB) Electronic Campus Director studied the University’s preparedness for the delivery of distance learning programs. A report documenting findings of the visit specified key challenges and needs to be addressed before the University should offer a degree program completely at a distance. See [Appendix 10: Southern Regional Education Board \(SREB\) Electronic Campus Director Report](#). The University has addressed each recommendation in the report, and is continuing to improve the services it recommended.

Faculty and Other Group Involvement in Review and Approval of Program

The General Awareness task force with six faculty members chaired by a Business Law Professor provided structured recommendations on multiple approaches to educate the UL Lafayette faculty about electronic learning options. As a result of these recommendations, an Office of Distance and Electronic Learning web site was created at <http://distancelearning.louisiana.edu> and is updated frequently. Three open enrollment courses in Moodle (<http://moodle.louisiana.edu>) were created (Moodle Help, Quality Matters, and E-Learning Resources) to centralize and organize a set of useful resources for faculty, who become interested in or already were teaching hybrid and online courses.

The EDUTools task force with 3 faculty and 3 technical staff members and chaired by an Educational Leadership and Instructional Technology Professor began studying additional educational technologies that were not available in Moodle. An initial recommendation by this group led to the University leasing two virtual Web-Conferencing classrooms to pilot in the 2010-2011 academic year. Work from this task force also resulted in an agreement with ProctorU to provide online test proctoring services to distance students for a nominal fee. This task force continues to meet each semester to research new instructional tools for adoption by the University. An important function of this faculty task force is to select tools for broad-based adoption, to encourage standardization, and to generate cost-savings by using a common set of instructional learning technologies.

The CAFÉ task force (CAJUN Academy of Faculty engaged in E-Learning) was led by a Communications Professor with seven faculty members from multiple disciplines participating in discussion. This faculty team developed the framework and content for faculty preparation to teach distance and electronic courses. As a result of CAFÉ task force recommendations, the University adopted Quality Matters® (QM) as the standard rubric to guide electronic course design for use across all disciplines. This framework has been included in the UL Lafayette Distance and Electronic Learning Policies and Procedures. See [Appendix 11: Quality Matters Rubric Standards 2008-2010 Edition with Assigned Point Values](#).

A Faculty Incentives task force led by a Health Information Management faculty member and including a Dean, three Department Heads and two faculty members researched and recommended financial and non-financial faculty incentives for participation in distance and electronic course design and delivery. The recommendations from this task force were included in its own section in the UL Lafayette Distance and Electronic Learning Policies and Procedures. Among the many concepts adopted was a system to pay faculty members for course design efforts, a system the University has deployed for two semesters with great success.

A team of four faculty led by the College of Arts Dean drafted a University set of policies and procedures for distance and electronic learning, which were subsequently revised by the Distance Learning Leadership Council. This document was adopted by the University Council and published on the web [here](#).

On the departmental level, faculty in the Health Promotion and Wellness (HPW) program have been involved in the decision to transition the program to online. HPW faculty meetings began addressing the need for additional online courses and online policy issues in October 2005. A consistent effort has existed among HPW faculty to obtain QM Certification, monitor the numbers of students enrolled in online courses and ensure quality delivery and content in the online format.

In December 2010, the University of Louisiana at Lafayette completed an internal “review of programs” with the intent to prioritize programs on campus. This effort was led by the Provost and yielded an enrollment challenge in the HPW program that is otherwise an excellent and high quality

program. The university felt strongly that the HPW program served an important function, but also that the program needed to increase enrollment, and the proposed transition to primarily online delivery fills this need.

Timeline of Events:

- First online health course, HLTH 412, created and taught spring 2000
- Health faculty continued to create and add more online classes to meet demands of students (2001-2011)
- Program Review and Reprioritization committee meetings began at UL in 2010
- December 14, 2010 – President Savoie and Program Review and Reprioritization Committee met with HPW faculty to discuss HPW program and, specifically, the number of majors currently enrolled (56 students). President Savoie was very receptive at that meeting to transitioning the HPW program to online.
- Request for Authority to offer an online Bachelor in Science with a concentration in Health Promotion and Wellness was submitted to the University of Louisiana System on February 30, 2011
- The University received administrative approval on March 14, 2011 directing the institution to proceed with its request to SACS-COC

4. Description of the Change

Description of Proposed Change

The proposed change is to transition the Health Promotion and Wellness (HPW) program to an online program for the fall 2011 semester. The majority of the courses will be delivered online or as hybrids, with a few remaining face-to-face. The courses that will be offered online or hybrid will be based on the University's adopted definition:

Online Course (80+ %)

An online course has most or all of the content and learner engagement delivered online. Typically, online instructors have no face-to-face meetings. An appropriate variety of media, Internet technologies and collaboration tools, and instructional strategies are used in a systematic design to facilitate student achievement of learning outcomes.

Hybrid (50 to 79%)

Hybrid courses are delivered at least 50% online with the remainder of course meetings being face-to-face delivery. Hybrid courses bring students together only where/when needed, allowing them to engage in asynchronous (anytime/anywhere) learning otherwise. Hybrid instructors typically have a substantial portion of the content and learner engagement delivered online using discussion forums and other electronic collaboration formats to engage students with the content, other students, and the instructor.

During the past ten years, faculty have carefully thought out and planned for health courses to be delivered online. The health courses that were chosen to be delivered online contain material that was readily transitioned to online or hybrid delivery. Many of the Board of Regents and UL Lafayette General Education Core courses are being created as online and hybrid courses during the spring, summer and fall 2011 semesters. Several of the required General Education Core courses are already delivered online. A number of Kinesiology (KNES) courses will utilize a face-to-face delivery format due to required laboratory components.

Specific Outcomes and Learning Objectives of Health Promotion and Wellness Program

The Health Promotion and Wellness program has established four learning outcomes, which it has tracked through a full assessment cycle for three years. The learning outcomes include 1) using effective communication and advocacy, 2) being effective health educators, 3) planning, implementing and evaluating health education strategies, interventions, and programs, and 4) using appropriate technical skills. Course learning outcomes and objectives have been established for every course in the HPW program. These outcomes remain consistent regardless of delivery format or instructor. WEAVEOnline, the assessment and planning management system implemented by UL Lafayette, has made it possible to track findings and results to evaluate the program in terms of whether the learning outcomes are being met. See [Appendix 12: Health Promotion and Wellness Program Learning Outcomes, Achievement Target, Evidence, and Results](#).

Data from these results indicate the target achievement of 70% was met by all (100%) HPW candidates since fall 2008. Upon recent review of the results, HPW faculty plan to raise the achievement target to 85% on the four program learning outcomes for spring 2011. Data from learning outcome #1 (using effective communication and advocacy) indicated the need for increased opportunities for oral presentation skills; therefore, HPW faculty initiated a capstone presentation project required in HLTH 499 Internship in HPW. Additionally, from review of the communication and advocacy learning outcome results, a resume requirement was added. Upon completion of their internship, candidates submit a well-thought-out, professionally designed resume inclusive of the many activities and experiences encountered throughout the program.

Schedule of Proposed Course Offerings

Scheduling of electronic courses will occur within the same framework and timeline of all other course types delivered by the University. All online and hybrid courses will follow the same semester scheduling times as face-to-face courses; i.e. Fall, Spring, Summer, Summer Intersession, and Winter Intersession. Appropriate scheduling and identification of electronic courses in the schedule of classes is critical. Department Heads will be responsible for the following for each course to be delivered electronically before submitting course schedules to the Registrar's office:

- Identify the type of course - Hybrid or Online
- Identify the course size
- Code the course - HY (hybrid) or OL (online)
- Create special notes to be placed in the course schedule. For example: This course will not include any face-to-face meetings, but multiple weekly logins are required. OR the final test for this course must be completed in a proctored environment.

An increased number of health (HLTH) courses were offered online or hybrid during the spring 2011 semester. Many other HLTH courses will be created as online or hybrid during spring and summer 2011 semesters and offered in the fall 2011 semester. Several of the required Board of Regents and UL Lafayette General Education Core courses are now delivered online. See schedule of course transition plans: [Appendix 1: Courses, Credits, Delivery, and Transition Plans](#). Refer to [Appendix 3: Health Promotion and Wellness Curriculum 2011-2013](#) for the semester course sequence.

Differences in Admission, Curriculum, or Graduation Requirements

There will be no difference in admission, curriculum, or graduation requirements for the proposed online HPW program in comparison with the present HPW Program. However, course delivery system changes are planned to meet the requirements of an online program. The proposed online HPW program will contain online, hybrid, and face-to-face courses. At present (spring 2011) only 21 of the 120 required credit hours, 17.5%, in the HPW program are offered *only* online or as a hybrid. If approved, the online HPW program will provide the candidate the opportunity to enroll in 69 of the

120 required credit hours online or hybrid, 57.5%, in fall 2011. By the fall 2012 semester at least 69% of courses in the HPW program will be offered online or hybrid. UL Lafayette is committed to increasing access of electronic learning technologies and training for faculty to provide more online and hybrid courses.

Special Arrangement for Grading, Transcripts, or Transfer Policies

There will not be any special arrangements for grading, transcripts, or transfer policies. All grading during the semester will be logged and communicated through Moodle.

Administrative Oversight to Ensure Quality of the Program

The Office of Distance and Electronic Learning coordinates the University's electronic course quality assurance system using nationally vetted Quality Matters (QM) standards. The departmental and university electronic course review committees review separate parts of the QM rubric and provided feedback on needed improvements. Upon completing improvements, courses receive the "ULearn" logo to label the course as one meeting best practices of good course design. The Office of Distance and Electronic Learning provides oversight through the development of policies and procedures for faculty certification and electronic courses. These policies include:

- Web-enhancing all courses
- Course and program identification/selection for electronic delivery
- Development and delivery of locally produced courses
- Course content guidelines
- Course certification – Peer review process
- Course certification cycle
- Course size
- Course scheduling and coding
- Adjunct faculty assignment process
- Assessment of electronically delivered courses and programs

Further detail on administrative oversight is delineated in the subsequent sections.

Distance Learning Technologies which will be used to Offer the Proposed Program

Faculty teaching and students learning in the Health Promotion and Wellness program will have 24-7 access to a University supported and maintained learning management system, Moodle. Moodle will serve as the primary platform for the delivery of content, engagement of students, and assessment of learning outcomes. Use of ProctorU, a web-based live proctoring solution to monitor distance student behavior on high stakes assessments, has been made possible through an agreement signed by the University. The University also has leased two web-conferencing classrooms to allow faculty members to facilitate synchronous interaction with distance students when or where necessary. Students and faculty are assigned a University email account to manage all official communications. Faculty members have access to a host of open source and free Web 2.0 technologies. See [Appendix 13: Development and Delivery of Locally Produced Electronic Courses](#).

Technical Assistance

Virtual technical assistance is available through services provided by University Computing Support Services (UCSS). The Office of Moodle Support provides support for faculty, students and staff using Moodle, the course learning management system, from 7AM until 9PM five days a week and support on demand during the weekend. Students may submit a request for Moodle and other IT support electronically through the IT Help Desk. The IT Help Desk is supported by three student workers and three graduate assistants who have been trained to handle a number of issues (listed [here](#)). A

knowledge bank that addresses frequently asked questions and reported issues is available 24 hours per day. In addition, the University is currently developing plans to extend its technical support and is committed to providing 24-7 technical support to all students in the near future.

5. Faculty

Faculty Roster

Refer to [Appendix 14: Faculty Roster](#).

Description of Faculty Members' Academic Qualifications and other Experiences Relevant to Courses to be taught in Online Health Promotion and Wellness Program

The faculty members who teach in the Health Promotion and Wellness (HPW) program are academically qualified in the field of health and/or health promotion. This faculty has presented at international, national, and state organizations in the areas of health/health promotion, as well as distance learning. In addition, many of the faculty are published in health promotion and distance learning fields. The HPW faculty has had experience teaching online for numerous years. They have designed and created the online health courses in the Department of Kinesiology. Additionally, the health faculty is responsible for curricular decisions and program oversight. The HPW Coordinator has completed training on the WEAVEonline assessment program. All faculty members have participated in the Quality Matters Rubric Training and are participating in ongoing trainings through the Office of Distance and Electronic Learning to obtain certification as an online instructor. Two faculty members, Susan Lyman and Lisa LeBlanc, are certified online instructors through the Office of Distance and Electronic Learning. Refer to faculty members' curriculum vitas in the [Appendix 15: Faculty Curriculae Vitae](#).

Course Load in the New Online Health Promotion and Wellness Program

There will be no variation in the course load for faculty teaching in the online HPW program. Tenured and tenure track faculty in the Department of Kinesiology have a 12 credit workload and instructors have a 15 credit workload per semester.

Course Work Taught in other Programs Currently Offered

Many of the health courses taught in the HPW program are electives for other programs and concentration areas, i.e. Athletic Training Program, Exercise Science concentration, Sport Management concentration, and Health & Physical Education certification concentration. The proposed online HPW program will not have any effect on these courses.

Number of Faculty Adequate to Support Program

The Health Promotion and Wellness (HPW) program has an adequate faculty to support an online HPW program. There are 17 full time faculty members in the Department of Kinesiology. Of these, five full time faculty teach *all* health courses in the HPW program; Susan Lyman, PhD, CHES.; Praphul Joshi, PhD; Johan Adendorff, MEd; Adele Smith, MEd; and Lisa LeBlanc, MEd, CHES. Two full time faculty members in the Department teach several Health (HLTH) courses on the HPW curriculum to include: Andrew Hatchett, PhD and Samar McCann, MEd, ATC. Furthermore, eight other full time faculty members teach Kinesiology (KNES) courses that are included in the HPW program. In addition to the full time faculty in the Department, eight adjunct faculty members instruct HLTH courses in the HPW program.

Impact of Initiative on Faculty Workload

There will be a discernable impact on faculty workload in transitioning the HPW program to an online program for the fall 2011 semester. Through professional development courses offered by the Office of

Distance and Electronic Learning, faculty members are being prepared for the differences in the delivery format. The anticipated volume of communication in online courses is much more extensive than in traditional courses. Therefore, faculty are trained to manage the volume of communication received from online students using a variety of techniques.

No additional courses or course sections need to be offered; those courses already in place will be transitioned to a hybrid or online format. Tenured and tenure track faculty in the Department have a 12 credit workload and instructors have a 15 credit workload which will not change. Adjunct instructors have a variable workload based upon teaching needs within the Department of Kinesiology. In the past, the majority of the faculty in the HPW concentration area has consistently taught an overload of one course (3 credits) to facilitate the number of needed course sections to accommodate the growing number of kinesiology majors. It is foreseeable in the future that a need will exist for more instructors due to the popularity of online courses, therefore if and when faculty in the Department are allowed to hire more instructors, more online courses will be offered to meet growing needs.

Process in Place to Ensure Students have Structured Access to Faculty

The Health Promotion and Wellness Program Coordinator has created a Moodle site for all program advisees. This site will be used to disseminate important information to all majors and to allow students to schedule advising appointments throughout the year. The site will serve as a method to connect virtual students in a community of practice around achievement of the health, promotion, and wellness program outcomes.

All students have equal access to faculty, electronically and in person. Faculty are required to offer at least 10 office hours weekly, participate on Department, College, and University committees, attend Preview days, and attend Student Orientations. These requirements will not change. The Office of Moodle Support has enabled the “scheduler” feature in Moodle that allows faculty a feature to provide students who want to schedule a meeting with them.

Faculty members provide their policy for responding to emails, virtual office hours and grade submissions on their syllabi. Course syllabi contain information on instructor access; i.e. phone number, email, office number, and available office hours. All HPW faculty have agreed that, at a minimum, they will provide all students with: (1) virtual office hours, (2) response to email correspondence within 24 hours, (3) assignments to be graded and feedback posted within 36 hours. Specific policies for online courses will be clearly outlined in individual course syllabi. ([Appendix 16: Current Course Syllabi](#))

Synchronous and asynchronous communication is provided through course Moodle sites; i.e. chats, discussion forums, email. Additionally, faculty has access and is encouraged to use Web 2.0 communication tools (e.g. Skype or Elluminate) to connect with students virtually. With funds available from the additional costs to be assessed on hybrid and online courses beginning summer 2011, hardware (e.g. webcams, headsets, etc.) will be purchased to better facilitate student access to faculty.

6. Library and Learning Resources

Library and Information Resources - General

The Edith Garland Dupré Library Web site is an integral part of the library facility. Through the Web site, users may search for library materials via the online catalog, request materials through an electronic Interlibrary Loan form, access electronic journals, conduct research in approximately 133

databases, find information about library departments and hours, contact the Reference Department, and make comments and suggestions. The Web site is continually updated and is currently undergoing revision to represent a more uniform style.

The Edith Garland Dupré Library is a comprehensive, full service academic library located in the center of the campus of the University of Louisiana at Lafayette. Regarding the library, refer to [Appendix 17: Edith Garland Dupré Library](#).

Staffing and Services in Place to Support Initiative

In order to support teaching, learning, and research at the University, the Library provides access to materials for Distance Education students and faculty. The Library's Instructional Services/Distance Learning Librarian is available to provide instruction and resources, oversee delivery of materials, provide technical assistance, and answer any questions. Along with the Instructional Services/Distance Learning Librarian, the reference librarians instruct students and faculty in the use of the Library's online databases and electronic resources, answer questions, and provide assistance to individuals through phone, e-mail, live chat, Skype, or fax. The Library can also provide instructional materials and subject guides for electronic information resources to students in distance and electronic learning courses.

Library and Information Resources – Health Promotion and Wellness Resources

Eleven of the electronic databases are specifically pertinent for research in the subject areas of athletic training, physical education, and health. Most of the Library's collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to comprehensive bibliographic databases such as the Web of Science, Academic Search Complete, and Ebscohost. Traditional services such as interlibrary loan and computer database searches (e.g., Index Medicus and Eric) are also available. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Dupré Library contains 55 refereed journals directly contributing to the cognitive base of course work taught in Kinesiology. In addition, the library receives numerous journals and magazines specific to activities and topics related to this diverse field. The Department of Kinesiology is allocated approximately \$11,000 each year for subscriptions, although the amount of that allocation varies according to the size of the Library's budget.

In light of these facts, the faculty in the Department of Kinesiology concurs regarding the current library resources being adequate to meet the needs of students in the new online Health Promotion and Wellness program. Additional library expenditures are not required for the success of the proposed program; however, select subscriptions may be cancelled to offset the cost of adding other, more critical, professional journals currently not available.

The Library provides access to numerous subject-specific and general online databases. These include periodical databases, e-books, encyclopedias, dictionaries, legal documents, newspapers, U.S. government publications, and other reference sources. See [Appendix 18: Library Journals and Databases](#).

Relative to Electronic Resources, How Students and Faculty will Access Information

Students enrolled in and faculty teaching hybrid and online courses may contact the library and have books and journal articles mailed, e-mailed, or faxed to their homes or offices. Reference librarians will also locate items that are not available at the UL Lafayette Library and have them delivered through

Interlibrary Loan. In addition, students and faculty may receive a LALINC Borrowing Card which will allow them to borrow books and use the services of most other universities and community colleges in the state.

Remote access to all of the library's numerous electronic databases provides distance learners with identical access of resources as offered to the on-campus patrons. The library's proxy server allows remote access to its online databases. Further resources are available through Dupré Library's membership in LALINC, a cooperative statewide borrowing agreement and ARIEL, an electronic document delivery system. The needs of distant learners are also supported by other library service departments (Reference, Interlibrary Loan, Circulation, and Information Technology & Web Services) as Dupré Library actively supports the needs of distant learners in our educational community.

Moodle

The Library posts information on Moodle, the University's course management system. Listed under Organizations, the Library's Moodle site includes a news forum, calendar, resources, instructional guides, tutorials and other features. For example, the section called "Working on a Research Paper?" explains how to locate resources by journal article, books, newspapers, and other materials. This Moodle site is accessible to all university users.

Training for Faculty and Students in the Use of Online Resources

The Library is diligent in its efforts to provide regular and timely instruction in the use of the Library and other learning/information resources to all students. The Library also assists the Office of Distance and Electronic Learning in providing easy access to tutorials and help pages to facilitate student success in courses in which they are enrolled that are delivered using electronic instruction.

Librarians are available to instruct students and faculty in the use of the library's online databases and electronic resources. The library also provides instructional materials and subject guides for electronic information resources. Students who enroll in distance learning courses are also provided with regular and timely instruction in resources available through the Library and internal and external websites. Ample technical support is provided for students who wish to enroll in electronic courses. A direct link to a variety of tutorial programs is made available to students via the Reference Department web site.

The Reference Department is available for students and faculty who require assistance with research. Reference librarians assist in selecting sources and databases appropriate for research projects, guide students in locating books, articles, and other materials in the Library stacks, and provide general research assistance. The librarians answer questions and provide direct assistance to individuals through phone, e-mail, live chat, Skype, or fax. The Reference Department may also be contacted through such social networking sites as Facebook, MySpace, and Twitter.

Staffing and Services in Place to Support the Initiative

Reference Librarian Technical Assistance

The Reference Department provides basic technical advice about connecting to the Library's web pages, online databases, online request forms, e-mail, Internet, and requirements for accessing, downloading, and receiving requested materials.

Student Support

During the past academic year (2010-2011), the University has focused human resources and attention on improving online student support services. Beginning in September 2010, the University contracted with the Center for Transforming Student Services (CENTSS) to use its Online Student [Services Audit Tool](#). Each service in the Online Audit has objective questions related to the 5-14

critical components that make up the delivery of service. Responses to the questions are given in generational scores for each report. Generational scores are described as follows:

- Generation 1: Service is not provided on website
- Generation 2: Informational, internal focus on institution
- Generation 3: Informational, audience focused
- Generation 4: Process oriented–customized community, personalized, portal
- Generation 5: Virtual mentor-process orientation and decision-making guide

During the audit process, faculty, staff, and student respondents were asked to explore the University's website, and determine the generation or level at which each student service is currently being delivered on the web site. A number of critical services were determined to be at Generation 2. Thus, the student online services task force set a goal to improve each service at Generation 1 or 2 to Generation 3. The Director of Distance and Electronic Learning and the Director of the Academic Success Center led a 24-member Online Student Services Task Force that divided the workload into two semesters. They selected 16 critical student service areas to be audited in Fall 2010 and the remaining 15 student service areas to be audited in Spring 2011 ([Appendix 19 – CENTSS Audit List](#)). All 31 areas have been audited and implementation plans were developed for each area ([Appendix 20 – Online Student Services Implementation Plan](#)). Many of these have already been implemented, including:

- Provided online academic counseling office hours for current and prospective students.
- Created parent link to University resources designed to provide additional academic information to parents of current and prospective students.
- Published anticipated payment deadlines for student tuition and fees before advising for the upcoming semester.
- Provided access tutorials on technical topics, such as how to adjust my browser, evaluate IT services, or use certain software.
- Developed comprehensive online student services webpage including: contact information and links to respective websites for most commonly used services.
- Provided email contact to schedule an academic counseling meeting by phone.
- Added "Contact a financial aid representative" option on webpage.

The University fully recognizes the need for continued improvements in its overall package of student support services for distance learners. In August 2011, all 31 student service areas will be audited for a final time by students to ensure that they are experiencing the service delivery in the intended way. This report will be used to assess student services for our online program. The University minimum standard is for all 31 service areas to have an overall score of at least a Generation 3, giving our prospective students, our continuing students and all other viewers an informational, audience focused experience of the website at the University. At the conclusion of the final survey, the Student Online Services Task Force will initiate planning for moving key functions to Generation 4: Process-Oriented options for students to use.

Faculty members in the HPW program are currently providing access to online advising, in addition to face-to-face advising, for traditional as well as non-traditional students that may find it difficult to attend face-to-face advising sessions. This online advising has continued to facilitate meaningful

engagement and communication with well trained HPW advisors and meet student needs without any loss of outcome value. Further, in Summer 2011 the University will launch a new online advising form that will replace the previous paper form and facilitate communication between advisor and advisee when face-to-face advising is not possible. Using this form, student and advisor can pull possible courses from the directly from the course schedule and together construct and approve a schedule, all online.

Online Catalog

Edith Garland Dupré Library provides a web-based library catalog. With the look of an Internet search engine, the catalog simplifies searches for library materials and information. A major advantage of a web-based catalog is the wealth of options it provides. User-friendly, pull-down menus offer keyword, author, title, subject, and series searches. The advanced search mode allows users to search any combination of these terms.

Louisiana Union Catalog

The Louisiana Union Catalog allows one to search any or the entire Louisiana academic library catalogs at the same time.

See [Appendix 21: Edith Garland Dupré Library Documentation](#)

Formal Agreements

The Library maintains affiliations with other library organizations to provide access to library materials not held at UL Lafayette.

Edith Garland Dupré Library is a member of LOUIS: The Louisiana Library Network. The Network combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff located on the Louisiana State University campus, to produce a dynamic library consortium. The central support staff, commonly referred to as "LOUIS," provides many services to consortium members such as library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and Web pages. Established in 1992 by the Board of Regents, LOUIS has 47 members and receives approximately \$3.5 million annually in contracts and membership fees to support services for consortium members.

With the Library's participation in LOUIS, the graduate students and faculty of UL Lafayette have borrowing privileges at over 40 additional libraries within the state, and patrons from those libraries can borrow from UL Lafayette.

Through the Library's Interlibrary Loan Department, 2,399 items were obtained in FY 2006-2007 to support student and faculty research. The Interlibrary Loan Department maintains an extensive list of reciprocal libraries.

Edith Garland Dupré Library is a governing member of LYRASIS. This membership provides the Library with access to the OCLC system and allows the Dupré Library Cataloging Department to share bibliographic records with other U.S. libraries and the Library of Congress. In addition, OCLC provides instructions about changes in cataloging protocols. The OCLC system also maintains holdings records for the benefit of ILL services. LYRASIS membership entitles the library staff to participate in workshops and seminars sponsored by LYRASIS and OCLC at a reduced cost.

Edith Garland Dupré Library has a full membership in the American Library Association (ALA). The total array of ALA publications are received and made available to faculty and staff. The Library also has full membership in the Louisiana Library Association (LLA).

7. Physical resources

Description of Physical Facilities and Equipment to Support Initiative

Department of Kinesiology Facility

The Health Promotion and Wellness (HPW) program, a concentration area in the Department of Kinesiology, is housed in Bourgeois Hall. Faculty members in the Department of Kinesiology have sufficient equipment and supportive technology to initiate an online Health Promotion and Wellness program. The Department is housed in an attractive \$8.6 million structure occupying 125,000 square feet on a 17 acre tract of land. The facility, dedicated in January of 1987, includes a large multi-purpose gymnasium that contains four basketball courts and a four-lane 1/8 mile track on the second level. Situated around this nucleus are a variety of other instructional, recreational and laboratory facilities (i.e., a gymnastics room, a weight-lifting room, exercise room with stationary bicycles, racquetball courts, a central equipment storage-issue room and a multi-purpose room for martial arts and archery). A new \$2,500,000 weight room has been approved and is under construction. Outdoor facilities include: lighted tennis courts, illuminated playing fields for soccer, and a \$2,000,000 recreational swimming complex.

Sidewalks adequate for maintenance vehicles connect all areas of the complex. The academic and administrative areas include a tiered lecture room with an audio-visual projection cubicle in the rear, many classrooms, a resource center, computer lab and a 2400 sq. ft. Human Performance Laboratory housing Exercise Physiology and Motor Learning Labs. In addition, the Department of Kinesiology houses a 24-station Student Technology Enhancement Program (S.T.E.P.) computer lab which is used for both classes and open lab times. For the list of currently available equipment see [Appendix 22: Department of Kinesiology Equipment](#).

University Network and Information Technology Assets

The appropriate hardware, software, and bandwidth assets are in place to deliver high quality hybrid and online courses. The learning management system is hosted in a virtual machine environment that is easily expandable to meet demand. Data for the LMS is stored on a network-attached storage system which can also be expanded as necessary. Additionally, the Office of Information Technology has strengthened the University's technological infrastructure in these ways:

Bandwidth (capacity)

Inter and Intra campus bandwidth has the potential to be expanded and is in the process of being expanded well beyond our existing Internet 1 capacity of 100 Mbps. Due to our LONI (Louisiana Optical Network Initiative) connection, total available capacity at the drain is only limited by our financial ability to purchase additional bandwidth up to the maximum capacity of the existing router interfaces. Upon completion of the network upgrades, the internal bandwidth capacity of University network core and distribution will be at 10 Gbps per link (a 10 fold increase from current infrastructure). The network will be "routed" (layer 3 vice layer 2) at the core distribution level. Several in-progress campus projects are allowing development of the inter-campus, intra-campus, wired and wireless environments at the same time.

Redundancy

The inter and intra campus network enhancements includes significant improvements in the reliability and redundancy of the network. The Office of Information Technology acknowledges the academic need for on-demand / around the clock service and are actively moving to reach those goals.

Security

The changes underway to the network address the need for both Academic Security and Information Technology Security. As the University builds new network regions they will be initialized “clean”, and have the elements in place to support the necessary security. Two important components of Project Clean Wire are currently underway and will contribute to these increases in capacity and security. 1) Systemic A/V and endpoint protection; and 2) Multilayer enterprise firewall/IPS/IDS.

Moodle

Moodle (<http://moodle.org/about/>) is an open source learning management system used by faculty members and students whether the course is offered primarily face-to-face, or is web-enhanced, blended, hybrid, and online. A team of IT staff and electronic learning professionals manage the Moodle site: <http://moodle.ucs.louisiana.edu/>

The focus of the Office of Moodle Support provides educators the best tools to manage and promote learning, but there are many ways to use Moodle:

- Moodle has features that allow it to scale to very large deployments and hundreds of thousands of students, yet it can also be used for a primary school or an education hobbyist.
- Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses (known as blended learning).
- Many users love to use the activity modules (such as forums, databases and wikis) to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.

Moodle features several management activities which facilitate course delivery. Assignments, Forums, Quizzes and Resources are all regularly used in online course delivery. The Assignment button lists the name of the assignment, what type the assignment is (i.e. offline activity, etc.), the due date and whether or not students have submitted the assignment. The Forums feature allows instructors to provide general news and announcements, or answer questions, to ALL students enrolled in the course.

Quizzes are an online test/quiz format where the instructor may choose subjective (essay, short answer) or objective (multiple choice, true/false) types of questions. The Resources feature provides a list, by either topic number or chronological date, of all assignments, notes, anything uploaded to Moodle by the instructor. These mechanisms allow for a highly organized and efficient delivery method. In addition, students enrolled in online courses can email a professor at any time, and will receive a response within a 24-hour time period. Questions that are asked by several students are usually answered within a “forum” so that all students enrolled in the course may have access to this frequently asked question and answer.

Learning Management System and Server Space

During the summer 2010, the Office of Information Technology upgraded the existing learning management system software to the latest version of Moodle, 1.9 Plus. Additionally, four new servers were installed to replace the old server and a load balancer was mounted to increase speed and operability of the system. A digital content repository is being developed for faculty to store electronic course materials and link to them inside Moodle. This infrastructure upgrade will further improve functionality of the University's learning management system. A part-time system administrator for Moodle was hired to monitor functionality and make consistent strategic improvements in the University's implementation of the Moodle software.

The Office of Moodle Support was recently re-constituted. An existing full-time faculty and student support specialist received professional training for the first time and completed a three course sequence offered by Moodlerooms, Inc. The professional staff completed six Moodle function modules offered by the Louisiana Board of Regents Office of Information Technology. Training was necessary for this staff member to provide high level one-on-one support and ongoing training to University faculty and staff members.

Impact that Proposed Change will have on Existing Programs and Services

The proposed transition of the HPW program to an online program will have no negative impact on the existing programs and services at the University. In fact, the transition to an online HPW program will alleviate the tremendous classroom burden in Bourgeois Hall by offering courses electronically. Transitioning the HPW program to an online delivery method will facilitate the ease and delivery of other programs in Kinesiology. Currently, the Department of Kinesiology has over 980 declared majors, and classroom space is at a premium. Many didactic classes have been combined, with double enrollments, to alleviate the classroom space issue. By transitioning the HPW program online, physical classroom space in Bourgeois Hall will be more available for students in the other concentration areas. In addition, an online HPW program will allow the Student Technology Education Program (S.T.E.P.) computer lab space in Bourgeois Hall to be open more frequently for student use and online testing.

8. Financial Support

a. Description of Financial Resources to Support Change

No change is indicated in terms of budget to support the online Health Promotion and Wellness program.

b. Projected Revenues and Expenditures and Cash Flow

Projected revenue will be derived from fees assessed on enrollment in online and hybrid courses beginning in the summer 2011.

c. Amount of resources going to Institutions or Organizations for Contractual or Support Services

Smartthinking for tutoring services:

| Year | Hours | Cost Hours (excluding labor & supplies) |
|-------------|--------------|--|
| 2006-2007 | 1,200 | \$39,100.00 |
| 2007-2008 | 1,400 | \$44,700.00 |
| 2008-2009 | 1,600 | \$48,700.00 |

| | | |
|-----------|-------|-----------------------|
| 2009-2010 | 2,000 | \$61,000.00 |
| 2010-2011 | 1,500 | \$48,000.00 |
| 2011-2012 | 1,500 | \$48,000.00 requested |

In 2010 the University paid \$1,000 for Elluminate, but that cost will increase to approximately \$5,000. Elluminate is used for web-conferencing/virtual classrooms. Other resources are being provided in-house.

d. Operational, Management, and Physical Resources available for the Change

The Department of Kinesiology and its 5 academic programs are supported by one level-III administrative assistant and 6 work study student positions. Other infrastructure components that are recommended to be obtained by the new online HPW program include:

- 9 PCs (to support HPW and Kinesiology faculty who will need access to faster and more powerful computer processing capability than what they currently use)
- 9 laptops (to support HPW and Kinesiology faculty who will need remote access to deliver content and monitor courses)
- Technology supplies including, but not limited to, : webcams, audio headsets, printers, toner
- Windows 7 and Microsoft 2010 software packages in addition to Camtasia, Adobe Connect, or another software suite to facilitate the creation of screen casts or lecture capture.
- Travel funds to attend or present sessions at conferences and workshops related to online course offerings and distance education issues
- A commitment by University personnel to promptly replace any faculty member within the online HPW program who resigns or retires from the University in order to maintain full staffing of the program

Infrastructure to be used for the program is already in place; i.e. Moodle, Office of Distance and Electronic Learning, ULINK, Kinesiology Library (Bourgeois Hall Room 132B), S.T.E.P. Computer Lab, and Health Resource Room (Bourgeois Hall Room 119A). Faculty teaching and students learning in the Health Promotion and Wellness program will have 24-7 access to a University supported and maintained learning management system, Moodle, which will serve as the primary platform for the delivery of content, engagement of students, and assessment of learning outcomes.

Use of ProctorU, a web-based live proctoring solution to monitor distance student behavior on high stakes assessments, has been made possible through an agreement signed by the University. The University also has leased two web-conferencing classrooms to allow faculty members to facilitate synchronous interaction with distance students when / where necessary. Students and faculty are assigned a University email account to manage all official communications. Faculty members have access to a host of open source and free Web 2.0 technologies.

Section 9: Evaluation and Assessment

How the Institution Assesses Overall Institutional Effectiveness

The University of Louisiana at Lafayette assesses institutional effectiveness at all levels and engages in assessment and evaluation systematically and reflecting best practices and expectations. The University’s institutional effectiveness process integrates three critical processes: (a) strategic planning, (b) assessment and assurance of learning, and (c) budgeting and resource allocation. Current planning documents guiding strategic advancement at UL Lafayette include:

- Board of Regents Master Plan for Public Postsecondary Education (2001 and 2009)
- UL Lafayette Louisiana Performance Accountability System FY 2011-2012 through FY 2015-2016 (LaPAS)
- The GRAD Act of 2010 (The Louisiana’s Granting Resources and Autonomy for Diplomas Act allows for Louisiana institutions to voluntarily enter into an agreement under which the University commits to a rigorous set of data gathering and reporting in a wide variety of areas, and to a continuous cycle of improvement and annual reporting over the next six years).
- UL Lafayette Tradition | Transition |Transformation: The 2009-2014 Strategic Plan
- UL System-wide goals on “Access and Success”

To ensure broad-based acceptance and to enhance the successful implementation of strategic imperatives, a variety of internal stakeholders and external constituents are integrally involved in the institutional effectiveness process. ([Appendix 23: Strategic Planning Input chart](#))

Means Used to Monitor and Ensure the Quality of Degree Program

Usage of assessment data, historically referred to on campus as “closing the loop” (and in WEAVEonline terminology as “Action Planning”) has always been recognized and reinforced as a critical component of the assessment process. All units of the University participate in a full annual assessment cycle including setting objectives and the means of measuring them, establishing success targets, and designing action plans to improve performance based on results. The percentage of units implementing actions based on assessment findings is nearing 100%, is consistent with our peer institutions, and has been rising steadily.

At the administrative level, Vice Presidents and academic deans review, evaluate and assist departments in addressing issues identified in their units’ assessments, and report on how their units’ assessments have informed their strategic and operational initiatives, administrative actions or resource allocations. As additional evidence demonstrating that institutional effectiveness considerations are reflected in budgetary and resource allocation decisions, the University’s Budget Preparation Process Module illustrates how “budget preparers” and “budget approvers” must link budgetary requests to the strategic plan and/or to other forms of evidence demonstrating need based on enhancing institutional effectiveness, such as assessment results. Evaluation of student learning outcomes through the assessment process has been an integral part of the University’s current process of program prioritization in response to projected budget deficits.

Means Used to Monitor and Ensure Quality of Online and Hybrid Courses

To assure students enrolled in hybrid and online learning courses receive a quality education, the University is requiring each course to be submitted for and then pass an internal certification review based on a Quality Matters® (QM) rubric (see [Appendix 11: Quality Matters Rubric Standards 2008-2010 Edition with Assigned Point Values](#)) and peer review process. Course certification is intended to ensure that hybrid and online courses meet departmental standards on content and pedagogy and also meet University minimum expectations for presentation of instructional content and instructor/student interaction in an electronic environment.

Both the Department and the University Electronic Course Peer Review Committee share a unique co-responsibility to assess course design. The unique roles and outcomes of the Department and University Electronic Course Peer Review Committee are delineated in the subsequent sections. The “Course Certification Appendix” (<http://distancelearning.louisiana.edu/content/appendixes#001>) defines the areas of the Quality Matters® (QM) rubric within the Department’s domain of review and within the Committee’s domain of review. The process was begun during the Spring 2011 semester to

certify courses labeled online (OL) or hybrid (HY). More information about the cycle will be provided on the Distance Learning Leadership web site at the “Certify Your E-Course” link.

Procedures for Systematic Evaluation of Instructional Results

Student Evaluation of Instruction (S.E.I.) is conducted every semester, and all S.E.I.s are now conducted electronically. The system integrates Scantron Class Climate survey software, Moodle, and ISIS data to produce an online survey for each student in each course. Near the end of the semester, students see a list of surveys corresponding to the courses they are enrolled in, drawn from ISIS data, on their Moodle home page, and also receive an email and subsequent email reminders. Clicking these links takes them to electronic surveys housed by Class Climate. Results are recorded, analyzed and reported with no identifying student information by the Class Climate software and then redistributed to Deans, Department Heads and instructors. It is the responsibility of Information Systems to ensure that the online mechanism by which the evaluation is conducted is in place. The Office of Institutional Research coordinates all other components of the evaluation including the request of Information Systems to activate/deactivate the system and disseminates results. See [Appendix 24: Student Evaluation of Instruction Sample Survey](#).

Process for Monitoring and Evaluating Programs

The University’s assessment of student learning and program effectiveness process is comprehensive, authentic and consistently utilized to enhance institutional performance. Nearly 200 “institutional effectiveness” units report on their systematic assessment process in UL Lafayette’s WEAVEonline program. Available in each unit’s “document repository” is all existing historical assessment data for the previous three years. At the institutional level, all programs have just been through a comprehensive, data-driven program review with broad administrative and faculty participation. The administrative structures and committees that undertook the review process have been retained and the process will now be regularized, with each program subject to review every seven years.

Process for Monitoring and Evaluating Health Promotion and Wellness Program

Health Promotion and Wellness (HPW) candidates are expected to achieve specific learning outcomes upon completion of their HPW program that include:

- Using effective communication and advocacy
- Being effective health educators
- Planning, implementing, and evaluating health education strategies, interventions, and programs
- Using appropriate technical skills

Course learning outcomes have been established for every course in the HPW program. These outcomes remain consistent regardless of delivery format or instructor. Assessments will be administered in parallel comparing online to face-to-face student learning outcome achievement. WEAVEOnline, the assessment and planning management system implemented by UL Lafayette, has made it possible to track findings and results to evaluate the program in terms of whether the learning outcomes are being met. Data from these results indicate the target achievement of 70% is met by all (100%) of HPW candidates since fall 2008. See [Appendix 12: Health Promotion and Wellness Program Learning Outcomes, Achievement Target, Evidence, and Results](#).

Using the Results of Evaluation to Improve Institutional Programs, Services, and Operations

After results of the Student Evaluation of Instruction are recorded, analyzed and reported they are redistributed to Deans, Department Heads and instructors. The Department Head reviews each faculty

member's Student Evaluation of Instruction. The Department Head uses these results to examine if there are any concerns with the instructor and to give the instructor constructive feedback. In addition, these results are used in decisions for merit and faculty status; i.e. tenure and promotion.

The Student Evaluation of Instruction is a valid measure of instructional quality and provides useful feedback to the instructor. An instructor can use the results to ascertain if they need to make any changes in their courses such as; increasing student engagement, implementing different pedagogical methods, communicating course expectations more clearly, and making positive course changes. Instructors might also use comments provided by students to improve their instruction.

How Results of the Evaluation are used to Improve the Health Promotion and Wellness Program

Upon recent review of the HPW learning outcome results, HPW faculty plan to raise the achievement target to 85% on the four learning outcomes for spring 2011. Data from learning outcome #1 (using effective communication and advocacy) indicated the need for increased opportunities for oral presentation skills; therefore, HPW faculty initiated a capstone project required in HLTH 499 Internship. The capstone project requires a fifteen minute PowerPoint presentation evaluated by more than one faculty member. Additionally, from review of the communication and advocacy learning outcome results, a resume requirement was added. Candidates begin the resume building process in KNES 101 Introduction to Kinesiology and refine this artifact throughout their HPW curriculum. Upon completion of their internship candidates submit a well-thought-out, professionally designed resumé inclusive of the many activities and experiences encountered throughout the program.