

D R A F T
II

Development of Distance Education Programs

Within the University of Nebraska–Lincoln

A Four-Year Strategic Plan

March 1, 2004

Executive Summary

The University of Nebraska–Lincoln is committed to providing quality distance education programs that build on areas of academic strengths, and are competitive in a technology environment, so that learners can attain degrees or enhance their career/professional development regardless of location. The greatest growth opportunities are with non-thesis masters programs and graduate certificate programs. While UNL’s primary responsibility is to serve citizens of the state, we will be aggressive in expanding program niche market opportunities to the nation and world. As the number of out-of-state distance education student enrollments increase, tuition differential funds will increase, thus making more funding available to support units in the development and delivery of quality distance education programs. As we enhance existing and develop new distance education programs, our emphasis will be on departments/colleges having growth management plans in place, to help ensure quality of instruction and a proper balance between enrollments and available program resources. UNL distance education enrollment growth over the next four years for technology delivered graduate and selected undergraduate professional courses is projected at an average annual rate of 10%. Academic colleges and support services to support this growth will use funds from tuition differential generated by increased out-of-state enrollments, Special Contract enrollments and fees. The following recommendations will help facilitate distance education growth and development:

Recommendations:

1. Assess faculty support needs, program growth capacity, niche markets and the best use of available resources to support existing and new distance education program offerings in the academic colleges/departments. This assessment process will include academic colleges developing a strategic plan, business plan and cost model for each distance education program.
2. Develop a market strategy targeting both in-state and out-of-state distance education students where excess program capacity and/or new distance education program opportunities exist.
3. Identify distance education programs with large out-of-state markets and set-up a model to return tuition differential (difference between in-state and out-of-state distance education student tuition) to the department. To qualify the following conditions must be met:
 - The program being considered must be a distance education degree program.
 - A three-to-five year business plan must be developed.
 - The Chancellor, Senior Vice Chancellor and Associate Vice Chancellor for Extended Education & Outreach must approve the business plan.
4. Annually provide one \$50,000 grant for the creation of a new distance education degree program and up to four \$25,000 grants for expanding/improving existing distance education programs.

5. Seek external funding support for distance education research and teaching projects through the Office of Research and Graduate Studies.
6. Define, develop and deliver training to faculty and graduate assistants on the use of instructional technology for distance education and residential courses with a focus on managing expectations of the 24/7 teaching paradigm shift.
7. Define and address faculty and student support policies and administrative processes that guide appropriate distance education development.
8. Identify and address faculty and student issues that enable University of Nebraska intercampus collaboration in sharing courses that support distance education programs. Develop models that support sharing distance education courses between institutions outside Nebraska, as appropriate.
9. Assess the quality of distance education courses/programs and establish guiding principles for application to all UNL distance education programs.
10. Create a more collaborative partnership in the development and delivery of College Independent Study and Summer Reading courses with academic colleges.
11. Develop a strong sales/recruitment program to enhance current client relationships, foster new client relationships and increase Independent Study High School visibility and sales. Seek out and establish partnerships that support the growth and development of the UNL Independent Study High School.
12. Explore and evaluate the application of instructional technology that supports distance education and residential instruction.

Future Distance Education Programs and Direction

Introduction

The University of Nebraska–Lincoln has a long-standing tradition of distance education programming and is committed to continue developing programs that are competitive in a technology environment. Individuals in both the rural and urban geographic regions, who are place and/or time bound, require opportunities for learning. Distance education provides this opportunity. To serve these educational needs, UNL will continue to build on areas of academic strengths and will use the latest available cost-effective technology to deliver high quality, distance education programs and courses, so that learners can attain degrees or enhance their career/professional development regardless of location. While UNL’s primary responsibility is to serve citizens of the state, we will continue expanding program market opportunities to the nation and world. For many of the degree programs, expanded markets are the only way UNL can offer distance education programs to citizens of the state.

As we continue to develop distance education programs in these times of financial restraint, focus will be on managing the growth in credit hour production and the number of programs delivered to ensure quality of instruction. A careful assessment will be made with each academic college currently providing distance education programs or planning new distance education programs to determine program growth capacity and the best use of available resources for supporting these programs. *The greatest growth opportunities are with non-thesis masters programs and graduate certificate programs.* Non-thesis masters and certificate programs fulfill the educational needs of many adult learners wanting to enhance their career and require less time for faculty advising.

Principal Academic Emphasis

The Board of Regents has called for distance education to be a part of the core activities of the University. Further, given the dispersed geographic distribution of Nebraska’s citizens, distance education is needed to provide access to the University’s education resources. Distance education is seen by those academic colleges that have viable programs, as a valuable method to increase the effectiveness and efficiency of learning and as a means to increase their own strategic options in planning for the future. The goal is for faculty, departments and administrators to treat distance education responsibilities as part of their normal workload and not as an extra, or adjunct, responsibility, thus allowing UNL to be a stronger and more responsive university. UNL’s priorities for future program development and delivery are listed in order of importance:

1. Develop distance education graduate degree and certificate programs for professionals in fields of UNL’s special expertise.
2. Develop modules with specific learning outcomes to be used in credit and non-credit programs.

3. Develop courses, sets of courses or certificates in undergraduate professional programs, i.e. Journalism and Agriculture.
4. Explore the application of instructional technology to support learning of distance education and on-campus students.

Academic colleges providing distance education programs, strive to adhere to best practices for offering technology delivered degree and certificate programs developed by the eight regional accreditation commissions. These standards constitute a common understanding among the regional accrediting associations of those elements that are necessary to deliver high quality distance education programs:

- that education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program;
- that learning is dynamic and interactive, regardless of the setting in which it occurs;
- that instructional programs leading to degrees having integrity are organized around substantive and coherent curricula that define expected learning outcomes;
- that institutions accept the obligation to address student needs related to, and provide the resources necessary for, their academic success;
- that institutions are responsible for the education provided in their name;
- that institutions undertake the assessment and improvement of their quality, giving particular emphasis to student learning;
- that institutions voluntarily subject themselves to peer review.

(Source, North Central Accrediting Association web site; "Best Practices For Electronically Offered Degree and Certificate Programs")

When evaluating new distance education degree and certificate programs the following guiding principles will be used:

1. Does the program support a defined need within Nebraska, the region, the nation or the world?
2. Does the college have adequate resources to support a quality program and provide student advising and other support services, without diminishing support for existing programs?
3. Does the program fit within the role and mission of the University of Nebraska–Lincoln and the academic college?
4. Is the program an extension of what faculty do in their on-campus programs?
5. Will the program add value for UNL?
6. Is there a defined process for assessing student outcomes to help ensure that students are provided a quality learning experience?
7. Are there collaborative partnerships that expand resources by building relationships with other colleges and universities within the state, region or nation?

New Distance Education Degree Programs and Courses

The College of Architecture is developing a Master of Science in Architecture with a specialization in Interior Design to start in the fall of 2004. This 36-credit hour program of study

is designed for those students who have successfully completed an undergraduate degree in interior design or a closely related field (Foundation for Interior Design Education and Research accredited). With a nationally recognized undergraduate interior design program, UNL is poised to meet the demands of both the growing number of interior design students who seek advanced education and the various commercial sectors for designers with graduate degrees. The primary target audience will be the 300 undergraduate College of Architecture alumni living in Nebraska urban communities and throughout the United States. Anticipated enrollments for the first year of the program are 12 to 15 students.

The College of Agricultural Sciences and Natural Resources, Department of Food Science and Technology is planning to offer certificate programs (i.e., food safety certificate), and ultimately a Master of Science in Food Science and Technology. These programs will be offered to students in Latin American countries, starting first with Ecuador and Colombia in the fall of 2005, utilizing the Spanish version of the courses. The business plan developed by the Department of Food Science projects that 20 students could enroll in the program the first year, building up to 60 students per year as the program expands to other countries.

The Office of Extended Education & Outreach will work with the academic college deans and associate deans to identify opportunities for the delivery of degree and certificate distance education programs. Emphasis will be given to those departments and colleges that do not have distance education programs. Course/program development grant funds will be used for seed money to start new distance education graduate degree and certificate programs. Start-up programs will require a business plan, which includes a market assessment and defined demand for the proposed program.

Expansion of Existing Degree Programs and Courses

As UNL continues to develop distance education programs in these times of financial restraint, emphasis will be placed on managing the growth of credit hour production to ensure quality of instruction and student support services. To bring greater focus and structure to this process, academic colleges will be asked to develop a distance education strategic plan and supporting business plan. These plans will be used to evaluate program demand, determine program growth capacity, and define the allocation of financial resources for maintaining and/or growing priority programs.

The Master of Agriculture program has growth opportunity and considerable excess capacity as do the master's programs in the College of Education and Human Sciences. These programs are well-suited for rural and urban audiences in Nebraska and the nation. The Department of Entomology charges a higher tuition than do other, UNL distance education programs to out-of-state students for the distance education Master's program in Entomology. The tuition differential funds from these students are returned to the department and used to support the Entomology program as defined by the business plan. The Department of Entomology, also, has a collaborative partnership with the University of Nebraska at Kearney, which supports the UNL Master of Entomology and UNK Master of Biology programs. In addition master's programs in Journalism, and the College of Business Administration and Engineering have some growth capacity and are important programs for citizens of the state.

The College of Education & Human Sciences offers two doctoral degree programs within the Department of Educational Administration. The demand for both programs is high and requires implementing enrollment management plans in order to maintain quality and ensure that program size does not exceed available department/college resources. Program leaders for the Educational Leadership and Higher Education (ELHE) doctoral program in the College of Education & Human Sciences are developing a business plan and will request approval to receive out-of-state student tuition differential starting in the of fall 2004. This strategy is important for the ELHE team to obtain additional financial resources to help support this internationally recognized program. The break down of ELHE program enrollments is 30% from Nebraska, 60% from the United States and 10% from other countries.

Building stronger partnerships with academic departments is a primary area of focus for the UNL College Independent Study Program. These partnerships are essential to the growth and development of the College Independent Study Program and will require developing a different revenue sharing model. Program growth strategies are focused on serving place bound, time bound adult learners throughout Nebraska and the region, and working with UNL academic department advisors to assist on-campus students with course electives. New courses will be developed based on defined demand for the course and availability of academic college faculty to support the course. Current courses with low enrollments will be dropped. These strategies are critical in reversing the declining enrollment trends occurring in 2003–2004.

The UNL Independent Study High School will continue to strengthen its partnership with the Nebraska Department of Education and K-12 school districts within Nebraska. To expand the out-of-state market, more aggressive marketing will be done with community, national and international organizations that provide on-line and print courses to high school age students. The ISHS will continue developing new on-line courses and revising existing courses that are

market and/or programmatically driven. It is anticipated that these strategies will help reverse the declining enrollment trend that is still occurring within the ISHS program.

Response to Need and Demand

Between 1998–1999 and 2001–2002 UNL distance education course enrollments increased by an average of 58% per year. During this three-year period, UNL transitioned to on-line course offerings, which account for much of the rapid growth along with new degree programs and increased enrollments in Teachers College programs (College of Education & Human Sciences). In the last two academic years enrollment growth has flattened out considerably, showing an increase of 13% in 2002–2003 and a projected increase of 14% in 2003–2004. On-line or distance graduate course enrollments accounted for 87% of total enrollments in 2003–2004.

In the last four years, some of the most creative work in distance education has been done with special contracts. A Special Contract is a joint partnership between an academic college or colleges and another organization, institution, business or agency for the development and delivery of a specialized credit program that services the members/employees of that group. Special Contracts allow academic colleges to customize distance education programs for targeted audiences and establish a program price determined by market conditions. Revenue generated from the Special Contract “D” courses is expected to cover the cost of providing the program. UNL will continue to support special contract programs that fit within the role and mission of academic colleges, when adequate resources are available to support a quality program without diminishing support for existing programs within the department/college. Special Contract program “D” course enrollments have increased from 196 to 400 between 2000–2001 and 2002–2003. In 2002–2003, out-of-state distance education students accounted for 54% of “D” course enrollments. The following guidelines apply to Special Contracts:

- Identifiable population to be served.
- Customization of curriculum, delivery mode, location of delivery and/or unique schedule of expectations not normally included in regular course or program delivery by the University.
- Special financial arrangements required or negotiated, i.e. fixed pricing over a contracted time period; specified payments for course development, travel, etc.; or consolidated billing to the organization/institution.

Projected enrollment increase for new and existing distance education programs/courses is an average of 10% per year from 2004–2005 through 2007–2008. Most of the growth will occur in masters degree programs that have excess capacity and new degree and certificate programs that will be developed in the next four years. To increase enrollments will require aggressive target marketing of individual programs within Nebraska, the nation and the world. Targeting Nebraska alumni living outside the state is an important target audience for some distance education programs. *The greatest potential for graduate student growth will be the out-of-state market.* Table 1 shows a 64% growth in out-of-state “S” course (technology delivered distance education courses) enrollments between 2003–2004 and 2007–2008 compared to a 23% in in-state “S”

course enrollments. “D” course enrollments will increase an estimated 94% over the same four years.

Table 1
University of Nebraska–Lincoln
In-State and Out-of-State Distance Education Growth Enrollment Projections
2003–2004 through 2007–2008

Year	Estimated Enrollments	In-State “S” Course Enrollments	Out-of-State “S” Course Enrollments	Special Contract “D” Course Enrollments	Percent Change in Total Course Enrollments	Percent Change in In-State “S” Course Enrollments	Percent Change in Out-of-State “S” Course Enrollments	Percent Change in Special Contract “D” Course Enrollments
02–03	3,165	1,592	1,173	400				
03–04	3,615	1,787	1,343	485	14	11	14	21
04–05	3,968	1,880	1,503	585	10	6	12	21
05–06	4,364	1,981	1,683	700	10	5	12	20
06–07	4,800	2,062	1,918	820	10	4	14	17
07–08	5,280	2,134	2,206	940	10	4	15	15

“S” courses are technology delivered graduate and undergraduate distance education courses

“D” courses are special contract technology delivered courses

Funding Support for Distance Education

Funding support for the UNL distance education program comes from the general fund in the amount of \$815,000. Distance education students are charged a \$60 per course distance education fee (\$20 per credit hour) and the \$20 per semester registration fee. They are also charged the \$6 technology and \$2 library per credit hour fee. The technology fee is transferred to Information Services and library fee to Libraries. In addition, the Chancellor's office provides \$200,000 of discretionary funding to be used for course development grants, expansion of existing distance education programs and seed money for starting new distance education programs.

In July 2003, the NU Presidents Council adopted a policy giving the chancellors authority to set out-of-state tuition for distance education students at a higher rate than the in-state tuition. This tuition differential (difference between the in-state tuition and out-of-state distance education tuition) is returned to the campus and funds are used to support distance education programs. The Department of Entomology's Master's program is a pilot program where out-of-state tuition differential funds are returned directly to the department in support of the program. All other funds are returned to the Office of Extended Education and Outreach (EE&O) and distributed to academic colleges for support of distance education programs.

Tuition differential for out-of-state distance education students in 2003–2004 was set at \$80.25 per credit hour for all UNL "S" graduate courses, except the Master's program in Entomology that is \$119.25 per credit hour. The tuition differential for undergraduate courses is \$60.75 per credit hour. The master's program in Entomology tuition differential rate will increase to \$173 per credit hour in 2004–2005. The tuition differential rate for all other UNL distance education "S" courses will be increased by at least \$10 per credit hour each over the next four years. This is a \$40 increase per credit hour going from \$80.25 to \$120.25. Even with this kind of distance education out-of-state tuition rate increase, UNL will not be at the midpoint of peer institutions (Table 8). Revenue generated from the tuition differential is projected to increase by \$480,602 between 2003–2004 and 2007–2008 (Table 2). Distance education fee revenue and the semester registration fees will increase by 46% over the same four years. The increased revenue from the tuition differential will be used to support the expansion of distance education programs within the academic colleges. The increased revenue from distance education and semester registration fees will be used by EE&O to partner with academic colleges on new instructional design positions and expansion of faculty and student distance education support services.

Table 2
University of Nebraska–Lincoln
Distance Education Tuition Differential and Fee Revenue Projections
2003–2004 through 2007–2008

Year	Enrollments	Out-of-State “S” Course Enrollments	Distance Education Fee Revenue \$60/3 hr course	Semester Registration Fee \$20	Out-of-State “S” Course Tuition Differential
03–04	3,615	1,335	\$216,480	\$36,080	\$338,950
04–05	3,968	1,503	\$238,080	\$39,680	\$444,174
05–06	4,364	1,683	\$261,840	\$43,640	\$538,899
06–07	4,800	1,918	\$288,000	\$48,000	\$662,616
07–08	5,280	2,206	\$316,800	\$52,800	\$819,552

Academic colleges/departments with established distance education degree programs that include a strong out-of-state market will be encouraged to charge a higher out-of-state tuition differential than the UNL out-of-state “S” course rate. If the program meets the criteria, which has been established, the tuition differential will be returned to the program. UNL’s criteria for allowing the tuition differential to be returned directly to the college/department (i.e. Department of Entomology) to support the program are:

- The program being considered must be a distance education degree program.
- A three-to-five year business plan must be developed.
- The Chancellor, Senior Vice Chancellor and Associate Vice Chancellor for Extended Education & Outreach must approve the business plan.

In the absence of meeting these criteria, the funds are retained on campus and “directed toward distance education” generally, through the Office of Extended Education & Outreach. As the number of out-of-state distance education student enrollments increase, out-of-state tuition differential funds will increase, thus making more funding available to support academic units in the development and delivery of distance education programs.

To provide greater incentive for new distance education degree and certificate program start-ups and expansion of existing programs, the majority of the \$200,000 in discretionary funds provided by the chancellor’s office will be redirected. One \$50,000 grant will be made available annually for a new program, and up to four \$25,000 grants will be made available for expansion of existing programs that have excess capacity. The development of a business plan that demonstrates program demand will be required to obtain the \$50,000 and \$25,000 grants. This will leave \$50,000 for new distance education course development grants.

New Institutional Program Partnerships

The College of Agricultural Sciences and Natural Resources is being assisted by the Great Plains Interactive Distance Education Alliance to form a partnership with Iowa State University, Kansas State University and University of Missouri–Columbia in sharing courses that will

support the Master's degree in Agriculture. The partnership is also interested in graduate certificate programs and courses that support selected undergraduate programs within the region. The College of Journalism and Mass Communications is working with the academic officers of the Nebraska community colleges to form a partnership for the delivery of selected undergraduate Journalism courses. Journalism courses will target educational interests of local media practitioners and potential UNL Journalism transfer students.

Expansion of Student Support Services

While considerable progress has been made in mainstreaming distance education student support services, UNL must continue to identify and eliminate barriers that make it difficult for these students to be a part of the university community. In examining the three phases of student services, admissions, completion and graduation, there are issues that need to be addressed. We need innovative ways of serving the part-time, distance student. This is important in order to better manage the increased number of programs and students. Creating an on-line "distance student handbook" that provides generic information for admitted distance students, such as information on library services, help desk support, deadline by when students need their memorandum of courses approved, comprehensive exam forms and dates and graduation applications. Streaming of the graduation ceremonies helps distance education students become more connected to the campus community. Career Services and the Alumni Association can encourage professional networking of current, graduating, and former distance students in specific professional areas.

Expansion of Faculty Support Services

Faculty support services are divided into training, course development and delivery and teaching assistance. The On-Line Summer Institute, offered in the spring, has been very successful in helping faculty wanting to learn how to develop and teach on-line courses. The faculty demonstration luncheons, held three times a year, provide faculty with opportunities to demonstrate how they use technology in teaching their distance education courses and to learn from each other. Both of these programs will be continued.

Faculty need help in managing expectations created by the 24/7 teaching paradigm shift. This includes reducing the amount of time required in managing student e-mails, shifting student support services to support service staff and using teaching assistants, where appropriate. Workshops will be developed to assist faculty in addressing these issues. Instructional design support is a valuable service for faculty teaching distance education courses. EE&O partners with the College of Business Administration, College of Education & Human Sciences, College of Architecture, College of Engineering and Technology and College of Agricultural Sciences and Natural Resources to provide instructional design support. This program will be expanded to other colleges, as financial resources from distance education fees become available. The Graduate Assistant Distance Learning and Technology Institute, started in the fall of 2003, trains graduate students in on-line course development and teaching. It has already proven to be useful in assisting some faculty with their on-line courses. This training institute will be continued.

Policy and Administrative Process Changes

The following practices will be evaluated and policy or administrative process changes made to help facilitate appropriate distance education development and sustainability of programs:

1. Establish acceptable management guidelines for doctoral and masters thesis and non-thesis distance education programs through collaboration between academic colleges and Graduate Studies.
2. Develop a more student-friendly application and registration process for distance education students enrolling in NU intercampus courses.
3. Eliminate need for distance education students to have multiple passwords when using SIS+, Nroll, eNroll and WAM, and create a more customer service friendly attitude among campus units serving distance education students. The current system requires too much faculty time to assist students and takes away from their teaching and research responsibilities.
4. Increase awareness of the value of distance teaching in the promotion and tenure process; hold up departments requiring faculty willingness to teach at a distance as part of their hiring expectations.
5. Encourage campus and department staff to treat distance education as a core mission of the university and departments, thus reducing amount of time required by faculty in addressing distance education student support issues by moving these tasks to other staff.

Current Distance Education Programs and Trends

There has been a conscious effort to create linkages between academic units that provide content for distance and supporting infrastructure necessary for programs and students to succeed. This focus is helping to establish distance education as a core mission of the academic colleges and University. Distance education degree and certificate programs currently being offered have been built around academic strengths, and use available cost-effective technology to deliver high quality courses, so that learners can attain degrees or enhance their career/professional development regardless of location. Given the financial climate of the University, there has been an emphasis on managing the growth of credit hour production and the number of programs delivered to ensure quality of instruction.

In addition to the distance education graduate degree and certificate programs, UNL offers undergraduate College Independent Study and Summer Reading courses. Faculty within academic departments or adjunct faculty approved by the department head/chair provide course content and instruction for College Independent Study courses. A number of residential students supplement their UNL enrollment with CIS courses in order to meet course prerequisites and graduation requirements. Adult place bound students use CIS courses to help them achieve their educational goals.

The University of Nebraska–Lincoln Independent Study High School offers over 160 self-paced courses and is accredited by the Nebraska Department of Education and the North Central Association Commission on Accreditation and School Improvement. Home schools, public and private high schools, learning organizations, military organizations, performing artists, athletes and individual students and families, among others, have found that UNL’s approach to

independent study fits their individual needs. Students can take individual courses or enroll in the UNL ISHS diploma program.

Graduate Degree, Certificate and Endorsement Programs:

Through the dedicated efforts of many (mostly senior) faculty UNL has developed the following distance education graduate degree, certificate and endorsement programs:

Masters Degrees

- Agriculture
- Business Administration
- Teaching, Learning & Teacher Education, Pre-K-12
- Educational Administration, Pre-K-12
- Educational Administration, Higher Education
- Engineering Management
- Entomology
- Family and Consumer Sciences (Specialization in Family Financial Planning or Youth Development)
- Journalism and Mass Communications
- Special Education
- Textiles, Clothing and Design

Doctoral Degrees

- Educational Administration (UNO-UNL)
- Education Studies

Certificate Programs

- Education Technology
- Family Financial Planning
- North Central Association School Improvement Specialist Program
- Youth Development

Endorsement Programs

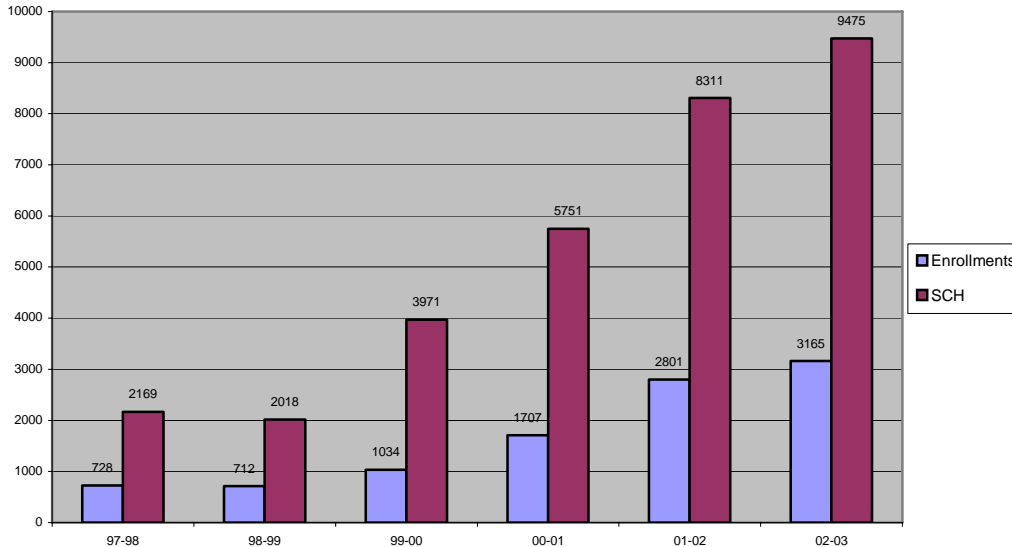
- Deaf Education
- Early Childhood Special Education
- English as a Second Language
- Severe Disabilities
- Visual Impairment

UNL offered 274 distance education courses from six academic colleges during 2002–2003 with a total of 3,165 enrollments. For a listing of distance education courses by academic college see Appendix I. For a listing of College Independent Study courses and Independent Study High School courses see Appendix II.

Enrollments

The number of distance education course enrollments has increased dramatically (344%) over the past five years (Figure 1).

Figure 1
University of Nebraska–Lincoln
Distance Education Student Enrollments and Student Credit Hours
1998–1999 through 2002–2003



For a listing of enrollments and student credit hours by academic college for 2001–2002 and 2002–2003 see Appendix III and IV. For College Independent Study enrollments and Independent Study High School enrollments for 2000–2001 through 2002–2003 see Appendix V.

Nebraska Residents and Non-Residents

In 2002–2003 there were 466 undergraduate distance education course enrollments, 421 of the undergraduate enrollments were Nebraska residents. 90% of all undergraduate distance education student enrollments were Nebraska residents compared to 86% of undergraduate on-campus student enrollments being Nebraska residents (Table 3).

In 2002–2003 there were 3,065 graduate distance education course enrollments, 1,385 of the graduate enrollments were Nebraska residents. 45% of all graduate distance education student enrollments in 2002–2003 were Nebraska resident compared to 52% of graduate on-campus student enrollments being Nebraska residents (Table 4). While the number of distance education graduate student enrollments has increased during 2002–2003 the percentage of Nebraska residents has decreased. Out-of-state distance education student enrollments have increased at a faster rate than in-state distance education student enrollments.

Table 3
University of Nebraska–Lincoln
Undergraduate Student Enrollments
Comparing the Percentage of Resident and Non-Resident
Enrolled in Distance Education and On-Campus Courses

2000–2001 through 2002–2003

Year	UNL Undergraduate Enrollments			
	Distance Education		On-Campus	
	Resident	Non-Resident	Resident	Non-Resident
2000–2001	90%	10%	86%	14%
2001–2002	87%	13%	86%	14%
2002–2003	90%	10%	86%	14%

Note: Distance education enrollments include field courses

Source: Office of Institutional Research and Planning

February 4, 2004

Table 4
University of Nebraska–Lincoln
Graduate Student Enrollments
Comparing the Percentage of Resident and Non-Resident
Enrolled in Distance Education and On-Campus Courses
2000–2001 through 2002–2003

Year	UNL Graduate Enrollments			
	Distance Education		On-Campus	
	Resident	Non-Resident	Resident	Non-Resident
2000–2001	52%	48%	58%	42%
2001–2002	48%	52%	55%	45%
2002–2003	45%	55%	52%	48%

Source: Office of Institutional Research and Planning

February 4, 2004

Urban and Rural

In comparing the urban versus rural distance education graduate student enrollments from Nebraska in academic year 2002–2003, 67% were from the four urban counties of Cass, Douglas, Lancaster and Sarpy, with the remaining 33% from the rest of the state (Table 5). Urban versus rural data for the graduate on-campus students from Nebraska is not available by county. As indicated by data shown in Table 5 the greatest potential for in-state enrollment growth is in the four urban counties followed by the Southeast Extension District and the Northeast Extension District.

Table 5
Urban Versus Rural Distance Education Graduate Student Enrollments In Nebraska
Academic Year 2002–2003

Location	Number of Distance Education Student Enrollments	Percent of Distance Education Student Enrollments	Percent of State Population by District/Urban Counties
Urban Counties (Cass, Douglas, Lancaster & Sarpy)	930	67%	50.6%
Southeast Extension District (Excluding urban counties)	176	13%	19.6%
Northeast Extension District	140	10%	13.4%
West Central Extension District	81	6%	10.6%
Panhandle Extension District	58	4%	5.8%
Total	1,385	100%	100%

Funding Support for Distance Education in 2002–2003

In 1998, the Board of Regents called for distance education to be part of the core activities of the University. Included in this directive was a policy that Nebraska residents, taking distance education courses, would pay the same tuition as students taking on-campus courses and that tuition from distance education courses would go into the general fund. Teaching of distance education courses is considered part of the faculty’s teaching load. In 2002–2003, UNL funding support for distance education came from the general fund in the amount of \$815,000 of which \$262,000 was transferred to the academic colleges and \$107,000 supported the UNL Panhandle Learning Center and UNL Northeast Learning Center. The remaining \$446,000 was for student and faculty support services and program administration provided by the Office of Extended Education & Outreach. From 1998–1999 through 2002–2003, out-of-state students taking distance education courses were charged a \$65 per credit hour fee. In addition, the Chancellor’s office provided \$200,000 of discretionary funding to be used for course development grants. All students taking distance education courses were charged the UNL \$20 per semester registration fee. Revenue from these two fees in 2002–2003 was \$208,000. For a summary of 2002–2003 UNL Distance Education Funding Support see Table 6.

Table 6
UNL Distance Education Funding Support
2002–2003

General Fund	\$815,000
Distance Education Out-of State & Semester Registration Fees	\$208,000
Course Development Grants	\$200,000

Total

\$1,223,000

Some UNL distance education programs are supported through Special Contracts. A Special Contract is a joint partnership between an academic college or colleges and another organization, institution, business or agency for the development and delivery of a specialized credit program that services the members/employees of that group.

UNL Approved Special Contracts:

1. CBA – Bangkok University Contract
2. CBA – Gallup Executive (MBA/MA) Leadership Program
3. CBA – Offutt MBA Program
4. CEHS – Great Plains Interactive Distance Education Alliance Program Memorandum of Agreement
5. CEHS – Leadership Academy Contract
6. CEHS – North Central School Improvement Specialist Program
7. College of Engineering and Technology CorpNet Program

College Independent Study, Summer Reading and Independent Study High School programs are self-supporting programs. Tuition, materials and fee revenue from these programs are used to develop courses, support faculty, provide student support services and cover staff and operating costs associated with each program. For a summary of total revenue for each of these programs in 2002–2003 see Table 7.

Table 7
College Independent Study, Summer Reading
Independent Study High School Tuition, Material and Fee Revenue
2002–2003

College Independent Study	\$1,080,069
Summer Reading	\$119,666
Independent Study High School	\$2,957,245

University of Nebraska–Lincoln Comparison to Selected Peer Institutions

Table 8 shows the comparison of graduate degree programs, resident tuition and non-resident tuition per credit hour, between UNL and eight peer institutions. When compared to other institutions listed in Table 8, UNL's tuition and fee charge per credit hour for both in-state and out-of-state distance education courses is near the bottom. In comparing types of programs being offered by UNL with nine peer institutions, UNL ranks among the top in number of graduate degree programs offered. UNL does not offer undergraduate distance education degree or certificate programs. Both Kansas State University and Washington State University do offer several undergraduate degree programs, and Pennsylvania State University offers 22 undergraduate certificate programs. For more information on peer program comparisons see Table 9.

Table 8
UNL Distance Education Program Comparison With Peer Institutions
Number of Graduate Programs, Tuition and Fees
2003–2004

Institution	Program(s)	Resident Tuition (per credit hour)	Non-Resident Tuition	International Tuition	Distance Fees*	Other Charges**
Colorado State University	12 Master's Programs	\$436.00	\$436.00	\$476.00	Variable	Variable
Iowa State University	16 Master's Programs	\$280.00	\$280.00	Not listed	\$37.50 (up to 4 credits)	\$80.50
Kansas State University	7 Master's Programs	\$226--\$320	\$380.75	\$380.75	\$11.00	\$65.00 (not less than)
Michigan State University	7 Master's Programs 1 Doc. Program Master in Food Safety M.A. in Education	NA NA \$390.00 \$449.00	NA NA \$390.00 \$449.00	NA NA Not listed Not listed	NA NA \$25.00 Variable	Variable Variable
Texas Tech University	8 Master's Programs Ed.D. in Ag. Ed.	\$318.00	\$374.00	Not listed	\$30.00 (not exceed)	Variable
Texas A & M University	14 Master's Programs 1 Doc. Program	\$147.00	\$383.00	\$383.00	\$101.00	\$58.81 (not less than)
University of Missouri–Columbia	9 Master's Program	\$236.60	\$236.60	Not Listed	\$9.90 per cr hr	Variable
University of Nebraska–Lincoln	11 Master's and 2 Doc. Programs M.S. Entomology	\$169.75 \$169.75	\$250.00 \$289.00	\$250.00 \$289.00	\$20.00 \$20.00	\$14.66 \$14.66
Washington State University	M.S. Agr. M. S. Engineering (Corp. Rate)	\$314.00 \$314.00 \$825.00	\$461.00 NA	\$549.50 NA		

* Minimum amount charged for enrolling in distance courses

** Does not include course materials fee which varies on a course by course basis

Note: UNL has a \$60 per course distance education fee or \$20/hr

Table 9
UNL Distance Education Program Comparison With Peer Institutions
Number of Undergraduate and Graduate Degree and Certificate Programs
2003–2004

Institution	Undergraduate Degree Programs	Undergraduate Certificate Programs	Masters Degree Programs	Doctoral Degree Programs	Graduate Certificate Programs	Graduate Endorsement Programs
Colorado State University	1		12			
Iowa State University	1		16		9	
Kansas State University	7		7			
Michigan State University	1	10	7	1		
Pennsylvania State Univ.	2	22	4		6	
Texas Tech University	1		8	1		
Texas A & M University			14	1	3	
Univ. of Missouri–Columbia			9			
Univ. of Nebraska–Lincoln			11	2	4	5
Washington State University	9		2		2	

Appendix I List of UNL Distance Education Courses

College of Agricultural Sciences and Natural Resources

AECN/MRKT 325	Marketing Agricultural Commodities
AGRO 411/811	Crop Genetic Engineering
AGRO 412//BIOC 812	Crop and Weed Genetics
AGRO 815A	Self-Pollinated Crop Breeding
AGRO 815B	Germplasm and Genes for Plant Breeding
AGRO 815D	Cross-Pollinated Crop Breeding
AGRO 818	Agricultural Biochemistry
AGRO 830	Phytopathology Principles
AGRO 830A	Corn Diseases
AGRO 830B	Soybean Diseases
AGRO 830E	Diseases of Turf
AGRO 896	Independent Study: Herbicide Action in Plants
AGRO 896A	Independent Study: Breeding Self-Pollinated Crops
ALEC 896B	Independent Study: Germplasm and Genes for Plant Breeding
AGRO 896D	Independent Study: Breeding Cross-Pollinated Crops
ALEC 801	Theoretical Foundations of Leadership
ALEC 804	Problems of Beginning Agriscience Teachers
ALEC 805	Advanced Teaching Strategies
ALEC 806	Introduction to Distance Education
ALEC 414/814	Classic Figures in Leadership
ALEC 816	Management Strategies in Distance Education Environments
ALEC 826	Program Evaluation
ALEC 833	Planning and Implementation of Coop Extension Programs
ALEC 906	Theoretical Foundations of Distance Education
ALEC 995	Doctoral Seminar in Leadership Studies
ASCI/VBMS 847A	Beef Production I
ENTO 403/803	Independent Study: Management Horticultural Crop Insects
ENTO 407/807	Urban and Industrial Entomology
ENTO 896	Independent Study: Insecticide Toxicology
ENTO 496/896	Entomology and Pest Management
ENTO 896	Presentation Methods
ENTO 496/896	International Plant Protection
ENTO 496/896B	Independent Study: Entomology and Pest Management
ENTO 896D	Independent Study: Host Plant Resistance
ENTO 496/896J	Independent Study: Insect Physiology
ENTO 899	Masters Thesis: Masters Degree Project
ENTO 901	Advanced Topics in Entomology
ENTO 901B	Advanced Topics: Research and Presentation Methods

College of Architecture

ARCH 680/880	Professional Practice
CRPL 400/800	Introduction to Planning

IDES 433	Interior Construction Documents
CRPL 802	Planning Theory
ARCH 340	Architecture History and Theory
CRPL 990	Planning Studio
CRPL 495	Nebraska Panhandle Project
ARCH 331	Architectural Structures
ARCH 461	Architectural Ideas
CRPL 830	Planning with GIS
ARCH 856	Behavioral and Social Factors in Environmental Design Behavior

College of Business Administration

ECON 996	Directed Reading or Research
GRBA 810	Contemporary Managerial Accounting
GRBA 811	Managerial Finance
GRBA 812	Managerial Economics
GRBA 813	Managerial Marketing
GRBA 814	Applied Organizational Behavior
GRBA 815	Operations and Information Systems Strategy
GRBA 828	International Management
GRBA 851	Managerial Decision Making
GRBA 852	International Business
GRBA 853	Strategic Management and Business Policy
GRBA 898	Managerial Skills Seminar: Business Law and Ethics
MNGT/ENTR 821	Entrepreneurship and Venture Management
MNGT 828	International Management
MNGT 995	Seminar in Selected Subjects
FINA 867	Options, Future and Derivative Securities

College of Engineering and Technology

IMSE 405/805	Analysis of Engineering Management I
IMSE 406/806	Engineering Economy
IMSE 810	Ergonomics
IMSE 460/860	Packaging Engineering
IMSE 476/876	Computers in Manufacturing
IMSE 477/877	Robotics
IMSE 905	Engineering Management II
IMSE 922	Quality Engineering: Use of Experimental Design
IMSE 996A	Engineering Management: Special Topic
IMSE 996B	Human Factors Engineering Web Design
ELEC 498/898	Special topics in Electrical Eng IV: Lab View Programming

College of Education and Human Sciences

CURR 800	Inquiry into Teaching and Learning
CURR 801	Curriculum and Instruction
CURR 813A	English as a Second Language - ESL Acquisition
CURR 813D	English as a Second Language - ESL Assessment
CURR 813J	English as a Second Language - ESL Cross-Cultural Communication

CURR 822	Principles and Problems in Secondary School Social Studies
CURR 830	Introduction to Philosophy of Education
CURR 832	Higher Education in America
CURR 838	Linguistics for the Classroom Teacher
CURR 840D	Culture and Schooling: Boy, Masculinities and Literature
CURR 846B	Studies in Middle Level Schooling: Leadership
CURR 848	Introduction to Curriculum Studies
CURR 859	Instructional Message Design
CURR 861	Education for a Pluralistic Society: Foundation and Issues
CURR 880A	Teaching with Technology: Survey of Instructional Technology
CURR 888	Teacher as Scholarly Practitioner
CURR 889	Masters Seminar
CURR 890	Workshop: Learning About and Using the Internet in German Instruction
CURR 893	Applied Instructional Technology
CURR 495/895	Independent Study
CURR 898	Problems in Education
CURR 921B	Seminar in English/Language Arts-Multi Ethnic Literature
CURR 923	Seminar in the Curriculum and Teaching of Secondary School Math
CURR 924	Seminar in the Curriculum and Teaching of Science
CURR 925E	Seminar in the Curriculum and Teaching of Social Sciences
CURR 932	Contract Studies in International Education
CURR 944	Seminar in Curriculum Studies
CURR 946	Instructional Improvement and Decision Making
CURR 948	Instructional Leadership: Emerging Trends and Practices
CURR 949A	Seminar in Education: Classroom Discourse
CURR 952	Language and Learning
CURR 959	Instructional Technology Competencies
CURR 995	Doctoral Seminar
CURR 999	Doctoral Dissertation
EDAD 811	Practicum in Ed Administration and Supervision
EDAD 830	Administrative Theory in Educational Organizations
EDAD 833	Educational Finance
EDAD 835	Business Management of Schools
EDAD 836	Planning for Change
EDAD 837	Education Law
EDAD 851	Faculty and Staff Appraisal
EDAD 890	Workshop Seminar: Career Development-Personal & Org Dynamics
EDAD 893	Workshop Seminar: Higher Education Leadership
EDAD 896	Independent Study
EDAD 899	Masters Thesis
EDAD 903	Issues in Community Relations
EDAD 905	Issues in Governance of Educational Institutions
EDAD 907	Issues in Educational Politics and Policies
EDAD 906	Workshop Seminar-Human Resources Development: Learning...
EDAD 910	The Higher Education Environment
EDAD 921	Administrative Issues in Postsecondary Education
EDAD 922	Finance in Postsecondary Education
EDAD 923	The Community/Junior College
EDAD 925	Law and Postsecondary Education
EDAD/EDPS 929	Adult and Cont Ed Seminar: Organizational Development & Change

EDAD 948	Instructional Leadership: Emerging Trends and Practices
EDAD/EDPS 979	Seminar in College Student Personnel Work
EDAD 980/977	Seminar in College Student Development
EDAD 981	Introduction to Research
EDAD 988	Dissertation Proposal Development
EDAD 989	Survey of Administrative Research
EDAD 990	Workshop Seminar: School Administration
EDAD 995	Doctoral Seminar
EDAD 995	Doctoral Seminar: Strategic Planning
EDAD 998	Seminar: Internship in Educational Administration
EDAD 999	Doctoral Dissertation
EDUC 900D	Survey Methods in Educational Research
EDPS 859	Statistical Methods
EDPS 860	Applications of Selected Advanced Statistics
FACS 815	Advanced Curriculum Theory
FACS 821	Insurance Planning for Families
FACS 828	Retirement Planning
FACS 865	Research Design Methods
FACS 872	The Adolescent in the Family
FACS 873	Program Design, Evaluation and Implementation
FACS 876	Cognitive Development of Children
FACS 897	Supervised Educational Experience in Family & Consumer Sciences
FACS 897B	Practicum in Family Financial Planning
FACS 906	Consumer and Family Economics
NUTR 800	Contemporary Nutrition
NUTR 950	Integrated Principles of Human Nutrition
NUTR 952	Advanced Clinical Nutrition
SPED 847	Intro to Eye Anatomy of Students with Visual Impairments
SPED 856	Supervising Special Education
SPED 860	Issues in Early Childhood
SPED 862	Classroom Programs for Preschool Children with Disabilities
SPED 872	Psychology and Sociology of Deafness
SPED 873	Teaching the Content Areas to the Hearing Impaired
SPED 874	Language Arts for the Hearing Impaired
SPED 875	Reading for Hearing Impaired
SPED 881	Teaching Students with Retardation or Severe Disabilities
SPED 882	Advanced Methods for Students with Retardation or Severe Disabilities
SPED 882A	Instructional Strategies...Physical, Visual and Dual Sensor Impaired
SPED 882B	Instructional Strategies...Autism, Profound Disabilities and Health Care
SPED 882D	Instructional Strategies...Sensorimotor/Cognitive, Augmentative
SPED 896	Directed Field Experience
SPED 907B	Seminar in Special Education Behavior Disorders & Severe Disabilities
SPED 960	Family Centered Services for Children with Disabilities
SLPA 884	Speech and Language Development of the Hearing Impaired
SLPA 896	Readings and Research in Speech Pathology and Audiology
SLPA 956	Linguistics of American Sign Language
TXCD 810	Socio-psychological Aspects of Clothing
TXCD 818	History of Quilts
TXCD 874	Theory Development
TXCD 875	Research Methods

Journalism and Mass Communications

ADVT/BRDC/NEWS 850	Public Relations Theory
ADVT 881	Advertising and Public Relations Audience Analysis
ADVT 888	Retail Advertising and Sales
ADVT 898	Special Topics in Advertising: Issues and Strategies
BRDC 856	Cable Telecommunications
BRDC 874	Advanced Broadcast Writing
JGRD 898	Special Topics in Advanced Studies and Specialized Reporting
JGRD 899	Master's Thesis
JGRD 915	Mass Communication Theory in Writing
JGRD 919	Methods of Mass Communication Research
JGRD 932	Contemporary Mass Communication: The Message
JGRD 950	Issues in Mass Communication
JGRD 954	Mass Media and Government
JOUR 885	Mass Media History
JOUR 886	Mass Media Law
JOUR 887	Mass Media and Society
NEWS 401/801	Depth Reporting
NEWS 467/867	School Publications

New Courses

IDES 497/897	Evolving Issues in Interior Design
IMSE 321	Probability and Statistics
IMSE 905	Logistics
IMSE 806	Decision and Risk analysis
IMSE 805	Engineering Management I
IMSE 8XX	Project Management
IMSE 9XX	TQM and sigma
IMSE 922	Quality Engineering
FACS 989	Collaborative Healthcare
FACS 863	Youth Professionals as Consumers of Research
ARCH XXX	Graduate Design Studio
SPED 882	Advanced Methods for Teaching Students with Disabilities
TEAC 922/GERM 952	Children's and Adolescent Lit in the German Language Classroom
EDAD 890	Workshop: Creating and Using Electronic Professional Portfolios
ENTO XXX	Insect Physiology
ENTO XXX	Scientific Illustration
ALEC 800	Program Planning for formal and Non-formal Education Audiences
SPED 804	Managing Challenging Behavior
SPED 841	Emotional and Behavioral Disorders
SPED 942	Strategic Approaches to EBD
IDES 458/558/858	The Changing Workplace
IDES/ARCH 8XX	Advanced Color Theory
IDES 8XX	Design Problems in Interior Built Environment

Appendix IIA
List of UNL College Independent Study Courses

Agr Sciences and Natural Res

AECN	256
AECN	357
AECN	456
AECN	856
AECN	457
AECN	857
ASCI	210

Arts and Sciences

BIOS	320
CLAS	116
ENGL	150
ENGL	205
ENGL	230A
ENGL	254
ENGL	258
GEOG	120
GEOG	140
GEOG	150
GEOG	155
GEOG	271
HIST	100
HIST	101
HIST	171
HIST	181
HIST	201
HIST	202
HIST	211
HIST	212
HIST	359
MATH	100A
MATH	101
MATH	102
MATH	104
MATH	106
MATH	107
PHIL	110
PHIL	211
PHIL	265
PHYS	141
PHYS	142
PHYS	211
PHYS	212
POLS	100
POLS	104
POLS	108
POLS	160
POLS	171
POLS	210
POLS	450
POLS	850
PSYC	181

PSYC	222
SOCI	101
SOCI	201
SOCI	209
SOCI	225

Business Administration

ACCT	201
ACCT	202
ECON	211
ECON	212
ECON	215
ECON	321
FINA	307
FINA	361
FINA	382
FINA	482
MNGT	245
MNGT	331
MNGT	361
MNGT	428
MNGT	828
MNGT	475
MNGT	875
MRKT	341
MNGT	250
MNGT	350

Engineering and Technology

IMSE	206
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Education & Human Sciences

FACS	160
NUTR	151
BRDC	226
BRDC	370
BRDC	474
CURR	307
EDUC	131
HLTH	201
HLTH	100

Fine and Performing Arts

AHIS	101
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Nursing

NURS	325
NURS	399

Real Estate and Land Use Economics

REAL	345
REAL	439
REAL	44

Appendix IIB
List of UNL High School Independent Study Courses

Course Name	Course Number	Print	Print E	Print E +	Online E	Online E+
AGRH001256	AgriScience 1		X			
AGRH002256	AgriScience 2		X			
AGRH009256	Horticulture, Lawn and Plant Care		X			
AGRH011256	Horticulture, Landscaping		X			
ARTH001257	Principles of Art		X			
ARTH011004	Drawing and Composition 1	X				
ARTH012004	Drawing and Composition 2	X				
BUSH001055	Business and Intl Etiquette			X		
BUSH005055	Personal Keyboarding			X		
BUSH017055	Office Systems			X		
BUSH019055	Consumer Ed and Economics			X		
BUSH021057	Intro to Business			X		
BUSH023055	Beg Accounting 1			X		
BUSH024055	Beg Accounting 2			X		
BUSH027056	Business English and Comm			X		
BUSH029056	Business Law			X		
BUSH033057/257	Personal Finance and Econ Prac			X	X	X
BUSH035058	Economics			X		
BUSH041055	Intro to Human Relations			X		
CPLH001055	Career Planning			X		X
DRVH001256	Intro to Driving		X		X	
ENGH001255	Basic Grammar		X			
ENGH002255	Intermediate Grammar		X			
ENGH005056	Effective Reader Skills			X		

Career Planning will always have teacher graded projects as part of the course requirements.

Course Name	Course Number	Print	Print E	Print E +	Online E	Online E+
ENGH011055/255	Am Lit Studies 1			X	X	X
ENGH012055/255	Am Lit Studies 2			X	X	X
ENGH015056/256	Multicultural Lit			X	X	X
ENGH017001	The Short Story	X				
ENGH021002	The American Short Story	X				
ENGH023002	Basic EXpository Writing	X				
ENGH031056	Ninth Grade English 1			X		X
ENGH032056	Ninth Grade English 2			X		X
ENGH035056	Tenth Grade English 1			X		X
ENGH036056	Tenth Grade English 2			X		X
ENGH039056	Eleventh Grade English 1			X		X
ENGH040056	Eleventh Grade English 2			X		X
ENGH043056	Twelfth Grade English 1			X		X
ENGH044056	Twelfth Grade English 2			X		X
ENGH047055	Effective Speech Communications			X		
ENGH057/058	Research: Process and Pres			X		

FCSH001257	Family and Personal Etiquette		X			
FCSH007256	General Homemaking: hm mgmt		X			
FCSH008056	General Homemaking: cloth/food			X		
FCSH011256	Pers Adj and Family Living		X			
FCSH013257	Intro to Nutrition		X			
FCSH015055	Elements of Interior Design			X		
IDEH001255	General Shop 1		X			
IDEH002255	General Shop 2		X			
IDEH005256	Sm Engine Care and Operation		X			
IDEH006256	Sm Engine Maint and Repair		X			

English 9, 10, 11, and 12 will always have teacher graded projects as part of the course requirements.

Course Name	Course Number	Print	Print E	Print E +	Online E	Online E+
FREH001056/256	First Year French			X	X	X
FREH002056/256	Second Year French			X		
FREH005056	Third Year French			X		
FREH006003	Fourth Year French	X				
LATH001057/257	First Year Latin			X	X	X
LATH002057	Second Year Latin			X		
SPNH001056/256	First Year Spanish			X	X	X
SPNH002056/256	Second Year Spanish			X	X	X
SPNH005005	Third Year Spanish	X				
SPNH006010	Fourth Year Spanish	X				
MTHH001255	Basic Math 1		X			
MTHH002255	Basic Math 2		X			
MTHH005255	General Math 1		X			
MTHH006055	General Math 2			X		
MTHH009056	Bus and Con Math 1			X		
MTHH010056	Bus and Con Math 2			X		
MTHH031058/258	First Year Algebra 1			X	X	X
MTHH032058/258	First Year Algebra 2			X	X	X
MTHH035055/255	Geometry 1			X	X	X
MTHH036055/255	Geometry 2			X	X	X
MTHH039056	Advanced Algebra 1			X		X
MTHH040056	Advanced Algebra 2			X		X
MTHH043056/256	Precalculus 1			X	X	X
MTHH044056/256	Precalculus 2			X	X	X
MUSH001256	Beginning Piano 1		X			
MUSH002256	Beginning Piano 2		X			
MUSH003256	Intermediate Piano 1		X			
MUSH004256	Intermediate Piano 2		X			
MUSH031002	Music Theory	X				
PHTH001055	Intro to B/W Photography			X		

Course Name	Course Number	Print	Print E	Print E +	Online E	Online E+
SCIH001057/257	Health Science 1			X	X	X
SCIH002057/257	Health Science 2			X	X	X
SCIH009004	Basic Electricity	X				
SCIH021055/255	Physical Science 1			X	X	X
SCIH022055/255	Physical Science 2			X	X	X
SCIH025057/257	Biology 1			X	X	X
SCIH026058/258	Biology 2			X	X	X
SCIH031057/257	Chemistry 1 w/lab			X	X	X
SCIH031058	Chemistry 1 w/o lab			X		
SCIH032057/257	Chemistry 2 w/lab			X	X	X
SCIH032058	Chemistry 2 w/o lab			X		
SCIH035056/256	Physics 1			X	X	X
SCIH036056/256	Physics 2			X	X	X
SSTH001056	Civics			X		
SSTH003055/255	Sociology			X	X	X
SSTH007055/255	Psychology			X	X	X
SSTH017055/255	Ethnic Studies and HR			X	X	X
SSTH021058/258	World Geography 1			X	X	X
SSTH022058/258	World Geography 2			X	X	X
SSTH031057/257	World History 1			X	X	X
SSTH032057/257	World History 2			X	X	X
SSTH033057/257	American History 1			X	X	X
SSTH034057/257	American History 2			X	X	X
SSTH037056/256	American Govt: Theories			X	X	X
SSTH038056/256	American Govt: Ntnl Level			X	X	X
SSTH053055/255	World Cultures			X	X	X
STSH001001	Study Skills	X				

Print = print course, all worksheets, unit tests and assignments submitted by mail (traditional)

Print e = print course, electronically graded evals and tests submitted scan card by mail or via Way Cool online

Print e + = print course, electronically graded evals and tests submitted scan card by mail or via Way Cool online with teacher graded projects submitted via Way Cool or mail

Online e = online course, electronically graded evals and tests submitted via Way Cool

Online e + = online course, electronically graded evals and tests submitted via Way Cool with teacher graded projects submitted via Way Cool or mail

In addition to courses listed above, instruction is also provided to any student enrolled in previous versions of courses, including "W" courses (second generation online courses). Also, we are 'teaching out' courses that have been discontinued, such as Watercolor, Harmony, etc.

Appendix III
University of Nebraska–Lincoln
Distance Education End of Semester/Summer Session Enrollments
Fiscal Year 2001–2002

College	2 nd 5-Wk Summer Session			Fall Semester			Spring Semester			Pre. 8-Wk & 1 st 5-Wk Summer Sessions			FY 01–02 Total		
	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH
CASNR	3	10	14	20	175	548	23	220	667	9	59	238	55	464	1467
CHRFS				4	47	141	5	88	350	3	54	162	12	189	653
CBA	5	158	426	14	148	451	14	143	411	2	23	69	35	472	1357
Engineering	1	1	3	5	15	45	5	21	63				11	37	111
Journalism				3	19	55	8	36	116	2	9	26	13	64	197
TC	15	66	181	55	671	2249	60	842	2573	36	323	1091	166	1902	6094
F&PA										1	4	12	1	4	12
Graduate Studies							1	9	27				1	9	27
A & S	4	30	86	3	16	16	1	5	14				8	51	116
Natural Resources				1	10	40							1	10	40
Total	28	265	710	105	1101	3545	117	1364	4221	53	472	1598	303	3202	10074
Less Field Courses	13	197	541	32	171	486	28	200	540	8	55	196	81	623	1763
Subtotal	15	68	169	73	930	3059	89	1164	3681	45	417	1404	222	2801	8311

Note: Total number of courses, enrollments and student credit hours include: “S” courses (technology delivered distance education courses) and “D” courses (Special Contract courses) and “F” courses (Field courses) that were supported by the DCS.

Appendix IV
University of Nebraska–Lincoln
Distance Education End of Semester/Summer Session Enrollments
Fiscal Year 2002–2003

College	2 nd 5-Wk Summer Session			Fall Semester			Spring Semester			Pre. 8-Wk & 1 st 5-Wk Summer Sessions			FY 02–03 Total		
	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH	Courses	Enroll	SCH
CASNR	4	16	42	22	234	535	27	193	491	9	49	170	62	492	1238
CHRFS	1	1	3	6	50	150	8	41	112	6	31	93	21	123	358
CBA	4	134	402	11	114	342	14	155	465	1	12	36	30	415	1245
Engineering	1	1	3	3	12	36	3	15	45				7	28	84
Journalism	2	10	30	7	40	113	8	40	122	1	1	6	18	91	271
TC	22	195	529	60	799	2407	65	977	2966	26	394	1146	173	2365	7048
F&PA	3	35	92	1	6	6							4	41	98
Graduate Studies							1	7	21				1	7	21
A & S										1	10	30	1	10	30
Natural Resources										2	8	16	2	8	16
Total	37	392	1101	110	1255	3589	126	1428	4222	46	505	1497	319	3580	10409
Less Field Courses	11	202	550	19	72	182	9	105	111	6	36	91	45	415	934
Subtotal	26	190	551	91	1183	3407	117	1323	4111	40	469	1406	274	3165	9475

Note: Total number of courses, enrollments and student credit hours include: “S” courses (technology delivered distance education courses), “D” courses (Special Contract courses) and “F” courses (Field courses)

Technology used for course delivery	Enrollments	Percent
On-Line course	2837	79.2
Satellite course	58	1.6
Offutt MBA	157	4.4
Mixed Delivery (satellite, NVCN, desktop conference)	113	3.2
Field Courses	415	11.6
Total	3580	100

September 29, 2003
Office of Extended Education & Outreach

Appendix V

University of Nebraska–Lincoln College Independent Study Course Enrollments 1999–2000 through 2002–2003

Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
99–00	149	215	175	126	89	92	198	118	126	143	255	143	1829
00–01	134	221	115	115	84	81	218	90	133	165	221	215	1792
01–02	183	258	151	133	120	131	368	138	124	247	314	215	2382
02–03	205	260	222	128	127	174	388	131	133	195	296	184	2443
03–04	170	177	159	109	101	100	266	102	138	149			

University of Nebraska–Lincoln Independent Study High School Course Enrollments 2001–2002 through 2002–2003

Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
01–02	851	1698	1325	1027	691	645	1173	871	854	634	634	1012	11415
02–03	786	1493	1453	836	529	796	1236	855	676	534	609	1061	10864
03–04	752	1193	1340	852	496	562	1046	713	843	552	555		