

MISSION



As described in SMU’s 2016-2025 strategic plan, *Launching SMU’s Second Century*, Southern Methodist University’s continuing education programs will advance the University’s academic mission and ensure close alignment of its values, visibility, and brand in the eyes of its stakeholders.¹ Additionally, the mission of SMU’s continuing education initiatives, as defined in the President and Provost’s campus-wide memo *The Future of Continuing Education at SMU*, calls for developing a University-wide framework to promote academic quality for the range of SMU’s continued education programs.² This document provides an overview of that framework, which was developed in close consultation with SMU’s academic deans during the 2017-2018 academic year.

DEFINITIONS OF CONTINUING EDUCATION AND RELATED TOPICS

Continuing education: Continuing education at SMU is an internal, stand-alone unit which offers degree programs, for-credit courses, and non-credit courses, while also functioning as a delivery unit (defined below) for the online and in-person programs and courses developed by the University’s academic units. SMU’s continuing education students comprise qualified post-high school students, many of whom are working professionals.

Delivery unit: At SMU, the delivery unit is an organization which provides administrative and technical support across the following functions: market research, instructional design, marketing, recruiting, registration, platform management, payment, records, and financial distribution for an in-person or digital course, certificate or program. In this document the term “continuing education as the delivery unit” is also used.

Academic unit: The academic unit is defined as a College/School/department/unit, which contributes faculty and curricula for an in-person or digital course, certificate, or program.

Digital education: For purposes of this document, “online” and “online education” have been replaced by the more current terms “digital” and “digital education.” All digital and hybrid programs (defined below) fall under this designator.

Hybrid: At SMU, hybrid programs and courses are those for which the total student contact time is a mix of in-person and digital. Deciding the exact percent of online learning in a course can

¹ *Launching SMU’s Second Century*, p. 9.

² From the 8 February 2017 memo to SMU faculty, *The Future of Continuing Education at SMU*, p. 2.

sometimes be challenging and will require additional deliberation as we implement the framework.

Digital: These programs and courses are delivered 100% digitally (i.e., via computer technology). They may include discrete, in-person “immersions” or “symposiums” which comprise less than 10% of their total student contact time. The word “digital” in this document is used interchangeably with “online.”

Continuing education at the University serves in-person, digital, for-credit, and non-credit students, and includes various pedagogical methodologies and delivery platforms that give SMU a competitive edge.³ Historically, continuing education at SMU has been limited to non-credit offerings. Informed by *SMU’s 2016-2025 Strategic Plan*, and following the recommendations of the Task Force on Continuing Education, continuing education will now provide delivery unit support to the academic units to create a range of new opportunities. To facilitate partnership between continuing education and the academic units, SMU established a Continuing Education Program Council (CEPC), comprising the Deans, the Provost, and the Associate Provost for Continuing Education, which meets regularly to review and approve programs. The CEPC is addressed more fully beginning on page 8.

Investing in continuing education as the University’s delivery unit will promote higher levels of quality and efficiency across the University and can also help promote higher visibility and increased academic quality. For example,

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TABLE 1: CERTIFICATE TYPES

Type of Offering	Digital (Online) or In-Person	# of Credit Hours or Amount of Contact Hours
SMU For-credit Graduate/Undergraduate Certificate		

Tables two and three, below, summarize the process to be followed and the approvals required for each of the program types (in-person and online) as a result of this new *Collaborative Framework*.

TABLE 2: DESIGNATIONS FOR IN-PERSON OFFERINGS

Type of Program	Process	CEPC Approval Necessary?	EPC Recommendation Necessary?
Master’s Degree (for-credit)	In academic unit as traditional	No	Yes, for new program
Certificate (for-credit)	In academic unit as traditional	No	Yes, for new program
Custom Shorter Programs for Specific External Organizations (for-credit or non-credit)	In-house at SMU; Collaborative between academic unit and delivery unit unless the academic unit alone has made the sale and uses pre-existing content and the School’s own full-time professors.	Yes	Yes, for new, for-credit program
Shorter Programs for Open Enrollment (for-credit or non-credit)	In-house at SMU; Collaborative between academic unit and delivery unit	Yes	Yes, for new, for-credit program

Type of Program	Process	CEPC Approval Necessary?	EPC Recommendation Necessary?
<p>Previously Copyrighted Material (already in digital format which meets SMU standards)</p> <p>Individual Digital Courses (</p>	<p>In-house at SMU; Collaborative between academic unit and delivery unit; Royalties are paid to the author</p>	<p>Yes</p>	<p>Yes, for new program</p>

- records, reporting, and financial disbursement in coordination with the College/Schools.
- b. For instructional design and course management, in coordination with the College/Schools who oversee it, the Center for Teaching Excellence (CTE) will manage the instructional design and course management processes.
 - c. In addition to marketing by the continuing education delivery unit out of the Provost's Office, (although not recommended because of the loss of efficiency and potential quality differentials) academic units may contribute marketing resources for existing continuing education programs in their respective fields (e.g., the Lyle School of Engineering may market their programs in engineering or the Cox School of Business may market their programs in business).

THE ROLE OF THE ASSOCIATE PROVOST FOR CONTINUING EDUCATION

The Associate Provost for Continuing Education reports to the Provost and consults regularly with the Continuing Education Program Council (CEPC) about continuing education regarding academic mission, values, visibility, and branding, as well as with Development and External Affairs (DEA) in relation to visibility and branding.

- a. The Associate Provost works with each Dean to review continuing education prospects and expansion of existing programs.
- b. For ongoing operational oversight and work, an Associate Dean in each academic unit is designated is

THE ROLE OF THE CONTINUING EDUCATION PROGRAM COUNCIL

Important to the ongoing process of creating new digital and in-person programming, the CEPC reviews and recommends proposals for new and revisions to existing continuing education programs. The CEPC comprises the Deans of academic units and is chaired by the Provost. The CEPC:

- a. Provides guidance to the Associate Provost regarding the overall strategy for SMU's continuing education programs.
 - b. Reviews and recommends proposals for new, and revisions to, existing online and continuing education programs. Such reviews include:
 1. Market research (analysis of market opportunities)
 2. Estimated benefit to associated College/School/unit
 - c. The CEPC aims to ensure minimization of program duplication. Degree programs subject to CEPC review and recommendation still undergo vetting as is customary for SMU's academic programs.
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years. With these guidelines, SMU will move forward to take a leadership role in the digital, online world of education. The University will learn with progress, and so re-visiting this document by the CEPC is expected and encouraged. The trajectory and guiding principles will remain constant, while some details could change given the changing world of higher education.