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# **Implementing Distance Education at Wayne State University: Recommended Policies**

**Report of the Provost's Committee on Distance Education**

**June 29, 1999**

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RECOMMENDED POLICIES  
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<b>EXECUTIVE SUMMARY .....</b>	<b>4</b>
<b>INTRODUCTION.....</b>	<b>6</b>
BACKGROUND AND OVERVIEW .....	6
DEFINITION OF DISTANCE EDUCATION.....	7
IMPLEMENTING ACADEMIC POLICIES .....	8
<b>CURRICULUM AND INSTRUCTION .....</b>	<b>9</b>
PLANNING FOR DISTANCE EDUCATION COURSES AND PROGRAMS .....	9
<i>Curriculum Development</i> .....	9
<i>Promoting and Maintaining Quality Education</i> .....	10
<i>Degree Requirements</i> .....	10
General Requirements.....	10
Residency Requirements.....	11
Credit Regulations .....	11
<i>General Instructional Design and Development Guidelines</i> .....	11
General Design Principles.....	11
Use of Technology.....	12
Syllabus or Study Guide Guidelines.....	13
<i>Method-Specific Instructional Design and Development Guidelines</i> .....	13
Web-based Instruction .....	13
Interactive Television (ITV) .....	14
Telecourses .....	14
Laboratory-Based Instruction .....	15
IMPLEMENTING DISTANCE EDUCATION COURSES AND PROGRAMS.....	16
<i>Instructional Support</i> .....	16
<i>Liability Issues</i> .....	16
<i>Evaluation and Assessment</i> .....	17
Testing.....	17
Course Follow-up and Evaluation .....	17
<b>STUDENT SERVICES.....</b>	<b>18</b>
LIBRARY AND LEARNING RESOURCES .....	18
ADVISING, COUNSELING AND STUDENT SERVICES.....	19
FINANCIAL AID AND EQUITY .....	19
FACILITATING ACCESS .....	20
<i>Internet Access</i> .....	20
<i>Computer Equipment and Software</i> .....	20
<i>Technical Support Services</i> .....	20
<b>FACULTY .....</b>	<b>21</b>
FACULTY PREPARATION .....	21
FACULTY LOAD AND COMPENSATION .....	22
INTELLECTUAL PROPERTY AND COPYRIGHT .....	22
<i>Ownership of Instructional Materials</i> .....	22
<i>Profits of Ownership</i> .....	23
<i>Obtaining Permission to Use Materials</i> .....	23

<b>THE UNIVERSITY .....</b>	<b>24</b>
DISTANCE EDUCATION SUPPORT AND PLANNING.....	24
<i>General Support</i> .....	24
<i>Technical Support</i> .....	25
MONETARY ISSUES .....	26
<i>Tuition and Fees</i> .....	26
<i>Revenues and Expenses</i> .....	26
INTER-INSTITUTIONAL ARRANGEMENTS .....	26
<b>NEXT STEPS .....</b>	<b>27</b>
SUMMARY OF RECOMMENDED ACTIVITIES .....	27
OTHER ISSUES TO BE ADDRESSED .....	30
<b>APPENDIX A: THE COMMITTEE ROSTER .....</b>	<b>31</b>
<b>APPENDIX B: THE WAYNE STATE LEGAL CONTEXT .....</b>	<b>32</b>
STATUTES OF THE BOARD OF GOVERNORS.....	32
THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE UNIVERSITY AND THE WSU CHAPTER OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS.....	33
WAYNE STATE UNIVERSITY EXECUTIVE ORDER NO. 86-5: PATENT ADMINISTRATION AND PROCEDURES .....	34
<b>SOURCES OF INFORMATION .....</b>	<b>35</b>
WSU REPORTS .....	35
DOCUMENTS FROM OTHER ORGANIZATIONS.....	35
JOURNAL ARTICLES .....	37

# Executive Summary

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This report consists of a comprehensive list of 140 recommended policies pertaining to the use of distance education methodologies at Wayne State University. It is based upon three key assumptions: 1) distance education is a useful tool for building and maintaining quality programs, 2) distance education is not appropriate for all students and programs in the University, and 3) successful distance education requires considerable planning and support. This report is a result of an examination of the experiences and policies of other Universities, pilot WSU programs, and divergent opinions of distance education.

## **Curriculum and Instruction**

The first section of the report pertains to building and implementing curricula using distance education. This is the largest component and describes the most fundamental aspects of quality distance education. There are 80 recommended planning policies here addressing regulations for basic curriculum development, as well as those that are written to ensure that WSU distance education reaches the same high quality as is expected on campus. These policies cover specific degree recommendations, but the bulk of them speak to course and program design and development standards. These standards not only include general design principles, but also those that are unique to those forms of distance education that are currently most prominent, including web-based instruction and interactive television.

Eleven policies lay the groundwork for successful implementation of distance education. They include elements needed to support the faculty's curriculum development efforts,

liability issues that are unique to such instruction, and finally conditions for secure testing and evaluation.

## **Student Services**

The committee identified 17 policies pertaining to a variety of student support services. In general, the policies were written to ensure that the equivalent of student services regularly provided for on-campus students would also be available to the distant student. They cover topics such as accessing a full range of library services, advising, counseling, and financial aid. In addition, this section addresses services that are particularly critical to students who depend upon technology to obtain a University education.

## **Faculty**

The report outlines 24 policies that, for the most part, speak to those issues that currently concern much of the academic community with respect to distance education. The least controversial relate to the need for further development of faculty skills in this area. The most controversial pertain to teaching load, compensation, and intellectual property. Many of these policies will serve as input to subsequent negotiations between the University administration and the faculty bargaining units.

## **The University**

Finally, 19 policies of an institutional nature provide, by and large, suggested direction for the University administration. These identify commitments and approaches that should facilitate the full support of distance education endeavors. They cover routine functions, such as room scheduling, and also address larger decisions, such as University revenues and budgeting. Inter-institutional matters are also highlighted.

## **Next Steps**

The report concludes with a summary of the recommended activities implied by each of these policy statements. This work is summarized in a table that can serve as an index to the report as a whole. The table outlines the distance education functions recommended and identifies those parties within the University with primary responsibility for each task. Finally, the committee has identified questions that can frame continuing deliberation by faculty, staff and administrators.

# Introduction

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## Background and Overview

Provost Marilyn Williamson convened a Distance Education Committee to recommend policies to govern distance learning and teaching at Wayne State University. (See Appendix A for the committee roster.) These recommendations will be referred to the Academic Senate, the WSU AAUP and other deliberative bodies for advice and consultation.

The committee was established in an effort to provide preliminary guidelines for those in the University interested in pursuing distance education in spite of the fact that the University has not yet established a formal position on this topic. It is our hope that the policies and procedures outlined by this committee will remove barriers, and not erect new ones, so that the University can move ahead swiftly when its distance education position is clear.

This committee was asked to confine its work to policy formulation only, leaving the construction of distance education *strategies* to other groups within the University. This committee, then, is not addressing strategic questions such as, "For whom will WSU offer distance education, and why?". Instead, it is recommending a broad range of implementation guidelines. More detailed procedures and plans may be identified later.

While the provost highlighted a variety of specific areas of concern for the committee's deliberations, the committee was asked to explore the entire domain and address additional issues that it deemed pertinent to successful use of distance education methodologies. This report summarizes the work of the committee.

The recommended policies relate to the following general topics:

- Curriculum and Instruction;
- Student Services;
- Faculty; and
- The University.

Additionally, the report raises a number of questions and concerns which the committee feels any college or university and its faculty should consider before launching distance education programs, but there is no attempt to answer these questions here.

One should also note that this committee viewed its work as entirely concerned only with Wayne State University courses and certificate or degree programs. The committee considered self-instruction or independent learning without any expectation of certification to be outside of its charge.

In each section of the report the policies are presented in a straightforward manner. It is not the intent to present here an in-depth narrative analysis of those factors and arguments considered by the committee. Nonetheless, there are key assumptions upon which this report is based. These are summarized below.

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## **Definition of Distance Education**

Distance education is any formal instructional procedure in which students and faculty members are separated by space and/or time for a major part of the program. Thus two extreme examples would be a professor lecturing to a distant lecture hall by means of electronic transmission, and a single student working through written materials on paper or computer screen.

We should be careful to not think of distance education as the only solution to meeting the growing needs of lifelong and non-traditional students for timeliness, effectiveness and convenience. Distance education is but a part of a suite of alternative tools, including accelerated courses, evening or weekend scheduling, short-term immersion courses, or instruction provided in modules smaller than the typical 15-week term.

We should also be careful not to think of distance education as an all-or-none solution. There are many entire courses, and even some complete programs, conducted at a distance. However, more often distance education methodologies are used to minimize, not completely eliminate, the time spent in a classroom. Even more common, distance education methods are combined with traditional instructional methods to enrich a course by tapping remote experts or placing multimedia material on a course Web site.

Distance education may employ independent or group study. It may use postal correspondence, or audio, video, computer, or other communications technologies. While techniques such as correspondence courses have been popular in the past, currently the most popular distance education methodologies are:

- Web-based instruction;

- Interactive television (ITV – also called two-way video); and
- Telecourses (one-way video).

At Wayne State University telecourse enrollment is declining, and the use of ITV and Web-based instruction is growing. Consequently, this report concentrates more on these latter two techniques. Nonetheless, we recognize that other distance education technologies, such as virtual reality, are likely to emerge. We hope that this report will be applicable to those technologies, as well.

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## Implementing Academic Policies

We have devised this report based upon the assumption that these policies would set direction, but are flexible enough to permit a range of strategic responses by the degree-granting units. We see the selection of instructional delivery systems as a fundamental right and responsibility of the University faculty and believe that Wayne State University should continue its tradition of endowing the faculty with responsibility for the curriculum. Faculty have always determined the details of the subject matter presented to students, as well as appropriate teaching methods, forms of assessment, and modes of delivery. Faculty are accountable to each other, to students, and to the University for upholding the highest standards of excellence. As new technologies extend the educational environment beyond campus boundaries, and as multiple sources of teaching materials proliferate, it will be important to extend our standards to accommodate these changes.

Distance education policy is entwined with discussions of “the University” and “the faculty”, both of which may demand some explanation. The faculty are viewed here as a general body consisting of individual faculty members, each of whom is tied to a specific disciplinary unit. Thus, we recognize that general faculty actions are implemented typically within disciplinary bodies. Individual faculty members may or may not act in consort with disciplinary unit decisions.

In this report “the University” refers typically to the Wayne State administration. Here too, there is an inherent ambiguity since policy can not be implemented unless “the University” assigns tasks to specific members of the administrative body. Our use of the term “the University” carries an implicit recommendation that such assignments be made to effectuate distance education policy.

Finally, we see distance education methodologies as providing an opportunity to enhance some of the University programs while being inappropriate for others. Although programs delivered across distance can expand University enrollment, we are viewing distance education primarily as a way of building and maintaining quality programs that complement the traditional work of the University.

# Curriculum and Instruction

Distance education complicates the process of designing and delivering quality academic programs. In distance education faculty bear the traditional responsibilities of selecting and sequencing content, but the task of developing materials and delivering the content is more demanding. Ensuring student interaction – with the instructor, with other students, and with course content – is also more challenging. Therefore, advanced skills in the technology of instruction, as well as in instructional design and delivery, are required. Quality programs are also dependent upon a broad range of resources.

This section recommends policies that encompass planning for and implementing distance education programs. Specifically, it presents guidelines for:

- curriculum development;
- maintenance of quality instruction;
- degree requirements;
- the design and development of instruction, with emphasis on the most frequently used distance education methodologies;
- instructional support;
- liability; and
- assessment and evaluation.

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## Planning for Distance Education Courses and Programs

### Curriculum Development

1. As with all curricular decisions, the faculty of the University assumes responsibility for initiating, selecting, adapting, designing, and delivering courses and programs delivered via distance education techniques.

2. The selection of courses or programs for distance delivery should be based upon:
  - the mission and strategies of the University and the given academic unit;
  - the potential viability of such a program;
  - effort and resource costs of development and delivery; and
  - characteristics of the student populations.
3. New courses or programs devised only for distance delivery should be subject to the same University policies and procedures that govern the approval of campus-based instruction.
4. Academic units should retain control of all distance education courses and programs including elements such as the following:
  - course content;
  - faculty selection; and
  - approval of all courses and/or programs for distance delivery developed by other organizations or educational institutions.
5. The University should coordinate the licensing of commercially available distance education resources, such as externally produced teleconferences and telecourses.
6. All courses and programs, whether developed by University faculty or by external vendors, should be prominently identified as affiliated with or originating from Wayne State University.

### **Promoting and Maintaining Quality Education**

7. The academic unit should devise procedures to ensure the integrity of the distance education courses and programs, and their comparability to campus-based programs.
8. Oversight of all distance education courses and programs should be under the direction of faculty knowledgeable in both subject matter and distance learning delivery methods.
9. The academic unit should devise procedures to ensure that instruction is sensitive to those cultural differences that may exist among distant students and instructors and students at the point of origin.
10. The size of distance education classes should be consistent with the demands of the content, instructional strategies, and the objectives of the course.
11. The academic unit should establish minimum and maximum enrollment levels for distance education courses, addressing both on-campus and off-campus sections.
12. Academic units should provide on-site facilitators to assist off-campus students whenever group meetings are planned.

### **Degree Requirements**

#### *General Requirements*

13. Degree requirements of programs delivered via distance should be consistent with those of similar campus-based programs.
14. Standard University policies as outlined in the Graduate and Undergraduate Bulletins should apply to students enrolled in distance education courses or programs.

### *Residency Requirements*

15. Programs offered entirely using distance education delivery techniques should include an on-campus residency requirement if this is at all feasible given the targeted population. If this is not feasible, provisions should be made for:
  - maximizing faculty-student interaction;
  - maximizing interaction among student cohorts; and
  - providing opportunities for on-site interaction with an instructional facilitator.
16. Wayne State University distance education courses should be considered as courses taken in residence for students admitted into WSU programs.

### *Credit Regulations*

17. The University, in conjunction with the various accrediting agencies, should develop new standards for assigning academic credit for distance education based upon competence rather than contact hours.
18. Graduate or undergraduate credit from distance education courses offered by other campus-based colleges or universities may be applied to Wayne State University degree programs if:
  - the institutions are accredited by reputable and recognized agencies; and
  - the faculty of the receiving department judge the courses to be equivalent to their offerings.
19. Graduate or undergraduate course or program credit from “virtual universities” may be applied to Wayne State University degree programs if:
  - the particular programs in question are accredited by reputable and recognized agencies;
  - the faculty of the receiving department judge the courses to be equivalent to their offerings based upon an examination of the course syllabus;
  - there is assurance of secure, reputable examination procedures; and
  - the teaching faculty meet the qualifications of comparable Wayne State University faculty, graduate or undergraduate.

## **General Instructional Design and Development Guidelines**

### *General Design Principles*

20. The selection and design of courses for distance delivery should be based upon:
  - the goals of the course;
  - those instructional strategies inherently required by the course content; and
  - the characteristics and needs of the learners and the faculty.
21. All distance education courses and programs should be coherent, comprehensive, and developed with appropriate discipline-based pedagogical rationale.
22. Courses taught via distance education techniques should be designed to accommodate the delivery medium with particular attention given to:
  - facilitating teacher-student and student-student interaction;
  - developing appropriate media to enhance content presentation;
  - accommodating the demands and exploiting the capabilities of the technology;

- incorporating multiple communication and delivery technologies when possible and appropriate;
  - devising strategies to replicate the advantages of campus-based instruction and to eliminate the disadvantages of distance education.
23. When appropriate, faculty may develop courses that combine a variety of distance education delivery techniques, such as Web-based instruction, ITV, and on-site presentations.
  24. The academic unit should devise procedures to ensure faculty-student and student-student interaction that are comparable to campus-based instruction, whether the interaction be real-time or delayed.
  25. In individualized distance education formats, students should have instructional materials that serve the following functions:
    - an orientation to instructional goals and relationship of instruction to the student's current knowledge and experience;
    - a self-check of prerequisite skills;
    - content presentation;
    - opportunities for practice, application, or recall of information;
    - opportunities to form questions and seek their answers; and
    - opportunities for review and practice testing.
  26. Distance education faculty should devise procedures so off-campus students can easily contact them outside of class to discuss individual issues and concerns.
  27. Provisions should be made for providing students (on-campus and off-campus) with all class handouts and non-text reading assignments in a timely fashion. Course packs are encouraged.
  28. Whenever possible, instructors should provide students with copies of information transmitted (e.g., copies of PowerPoint visuals).

### *Use of Technology*

29. Technology should be used only to add teaching and learning value to a course.
30. The use of technology should be primarily student-centered, that is supportive of student learning and not merely a vehicle for organizing and presenting information.
31. Technologies selected should minimize course development, support and maintenance requirements.
32. Technology selection should be based upon factors such as:
  - course content;
  - student characteristics;
  - course development conditions and constraints;
  - instructional delivery environment;
  - costs;
  - availability of and support for hardware and software; and
  - hardware and software standards.
33. Faculty should consider the level of technology available to distant students when designing instructional materials, including:
  - computing hardware;
  - network connections; and

- the video and audio configuration of an ITV classroom.
34. Faculty should prepare a plan, in cooperation with technical support staff, for the delivery of instruction and materials in the event of technical problems.

### *Syllabus or Study Guide Guidelines*

35. In addition to the required elements of all WSU syllabi, those developed for distance learners should include:
- resources required for each lesson;
  - procedures for submitting course assignments;
  - procedures for obtaining course handouts and support materials;
  - procedures for dealing with technical problems;
  - appropriate methods for distance learning student interaction and participation; and
  - processes for borrowing videotapes of classes, when appropriate.
36. Faculty should develop appropriate student study guides, handbooks or other instructional materials that support the delivery of instruction by distance.

## **Method-Specific Instructional Design and Development Guidelines**

### *Web-based Instruction*

37. The University should provide faculty with standard software for the development of Web-based instruction that is fully supported by technical experts in Computing & Information Technology and by instructional designers in the Office for Teaching and Learning.
38. Faculty as developers and publishers of Web-based courses are responsible for:
- ensuring the accuracy of the information presented;
  - regularly updating and keeping published information current;
  - understanding and complying with copyright, intellectual property and libel laws; and
  - responding in a timely fashion to inquiries and comments directed at their Web-published material.
39. Course Web pages should demonstrate professional design and quality presentation by following guidelines in established style guides such as the *Yale C/AIM Web Style Guide*.
40. Instructional Web pages should include at least the following information:
- the course syllabus using standard University guidelines;
  - the name, address, and e-mail address of the faculty member or entity (e.g., [A.Z.Smith@wayne.edu](mailto:A.Z.Smith@wayne.edu) or [UGE1000Office@wayne.edu](mailto:UGE1000Office@wayne.edu)) responsible for the course pages;
  - the date of the last substantive content changes;
  - contextual reference to Wayne State University and to the department(s) sponsoring the course; and
  - links to any related courses and to the University home page (<http://www.wayne.edu>).

41. The Office for Teaching and Learning should provide faculty with a handbook of guidelines for effective design and delivery of Web-based instruction.

#### *Interactive Television (ITV)*

42. The University should ensure properly designed, built, maintained and supported classroom environments at WSU sites, as well as ensure that remote facilities obtained for WSU use are adequate for both instructors and students.
43. Audio should be sufficiently loud, clear, and noise-free at all sites to facilitate faculty-student interaction and continuing student attention.
44. Video should be easily seen by the most distant student in any classroom. Consequently, instructors should be aware of:
  - the student view in all facilities and design instructional materials with proper size and contrast; and
  - limitations on resolution and motion imposed by television and compression technology. (Something that is sharp and clear on an instructor's personal computer may not be readable on a television monitor or video projector. Something that is clear over standard broadcast television, may not be usable over low-speed compressed video lines.)
45. All students, local and remote, should be actively engaged and interact regularly with the instructor and other students. (Instructors should use remote cameras or assistants, for example, to ensure remote questions and continued discussion.)
46. Instructional presentations should have a balanced mixture of instructional materials and personal delivery to ensure student engagement and interactivity. Over reliance on one visual presentation form should be avoided.
47. Remote facilities should have adequate instructional support, such as the presence of an instructional facilitator on-site.
48. Faculty should provide site facilitators with advance copies of the agenda and visual aids to be used in each class session.
49. Procedures should be devised that meet the needs of all students, local and remote, including provisions for factors such as, obtaining books and using laboratories.
50. Faculty should adhere to those copyright restrictions unique to ITV.
51. The University should provide adequate technology support at both the local and remote sites, including:
  - faculty training in equipment operation and troubleshooting;
  - on-hand or easily reached technical support staff; and
  - adequate backup and external support for equipment and communications.
52. The University should provide faculty with a handbook of guidelines for effective design and delivery of ITV.

#### *Telecourses*

53. Faculty, in collaboration with the university production staff, should produce telecourse instructional materials consistent with industry broadcast quality standards to ensure that WSU distance learning courses will have adequate access to broadcast/cablecast transmission resources.

54. Faculty have the responsibility to secure the necessary duplication, broadcast and cablecast rights from the appropriate copyright holders for all instructional materials they incorporate in each telecourse they develop in house or license from outside producers. (See “Intellectual Property and Copyright” on pages 22-23 for further discussion of this topic.)
55. Faculty should, whenever possible, develop/adapt their telecourses to accommodate numerous delivery technologies to maximize the broadest degree of student accessibility to mediated distance learning courses.
56. When selecting telecourses produced outside the university, faculty have the responsibility to review, evaluate and adapt all telecourse instructional materials to ensure their compatibility with designated course objectives/content and their effectiveness in implementing appropriate instructional strategies.
57. Faculty should develop the video/audio instructional elements of the course produced for eventual broadcasting/cablecasting in self-contained modules to minimize the need to reproduce multiple episodes each time one episode requires updating or modification (i.e. minimize excessive episode interdependency).
58. Faculty should exercise caution not to “time-date” any produced video/audio component of the telecourse in order to avoid the need for repeated and costly revisions.
59. For telecourses designed for asynchronous delivery and student learning, faculty should incorporate self-administered student self-tutorials, lesson pretests and post tests, student-to-student/faculty interactions, etc. to facilitate and support the independent learning dimensions of the course.

### *Laboratory-Based Instruction*

60. The faculty should determine what constitutes an appropriate distance education course when there is a laboratory or workshop experience involved, although typically the following policies should be followed:
  - general education science courses may have off-campus laboratory components;
  - introductory track science courses have mandatory conventional laboratories;
  - advanced science courses with laboratories should be conducted on campus or at an equivalent facility as determined by the responsible faculty member; and
  - simulated laboratory experiences should not completely supplant hands-on laboratory experiences.
61. On-campus courses, science or non-science, with laboratory components should remain laboratory courses when offered at a distance.
62. Off-campus laboratory experiences may have a home component or be carried out at a satellite center or equivalent facility.
63. Off-campus laboratory experiences may include benign experiments to be carried out in unsupervised environments, but should consider liability, cost and the impact on the environment.
64. Faculty creating any laboratory experience for unsupervised situations should receive liability clearance from the appropriate University offices.

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# Implementing Distance Education Courses and Programs

## Instructional Support

65. The University should provide timely and complete services to remote sites to deliver instructional materials and pick up student assignments when necessary.
66. The University should provide on-site instructional facilitators by using a Graduate Teaching Assistant, a second faculty member, or other instructional aide when necessary. These individuals might assist the students and faculty in:
  - leading discussions;
  - answering questions;
  - providing first-line technology management;
  - supervising group study; and
  - holding individual consultations with students.
67. The Wayne State University Library System should provide access to information resources and services for faculty of distance education classes sponsored by the University. Access should include:
  - authorization to use electronic information resources, including full-text databases;
  - circulation privileges for library-owned books;
  - document delivery services for library owned journal articles;
  - interlibrary loan services;
  - course reserve services; and
  - library instruction, as arranged with faculty.
68. Library staff should be available to faculty engaged in distance education for reference and consultation purposes through distance-appropriate media, including, but not limited to, e-mail, listservs and web-based forms.

## Liability Issues

69. Faculty members should ensure that all materials transmitted or displayed over distance learning networks (e.g. Internet, ITV, broadcast TV) are properly licensed, and that the necessary transmitting rights have been secured.
70. The faculty member must observe all Federal Education Right to Privacy Act regulations governing information or material transmitted over distance learning networks.
71. The University should verify that all fire code and ADA regulations are properly observed at all distance learning locations.
72. The University should develop guidelines to assist faculty in reporting grades and other sensitive information to students over distance learning networks.
73. The University should designate a specialist to assist University faculty and administration in matters of liability.

## Evaluation and Assessment

### *Testing*

74. Final examinations should be scheduled according to the designated examination period for on-campus classes until the University devises policies for flexible scheduling and granting academic credit based upon demonstrated student competence rather than contact hours and examination performance.
75. All examinations should be administered to distance learners in proctored settings with consistent conditions in all locations.
76. The University should provide the proctors and the settings for the distance learners' examinations.
77. Examination proctors should verify test-taker identity and maintain the security of the examinations until they are delivered to the instructor for grading.

### *Course Follow-up and Evaluation*

78. Academic units should provide for regular evaluation of courses and programs delivered across distance based upon criteria, such as (but not limited to) the following:
  - student achievement;
  - student satisfaction;
  - learner profile;
  - delivery system effectiveness;
  - level of support services for students and faculty;
  - costs; and
  - curriculum design.
79. The SET (Student Evaluation of Teaching) form and processes should accommodate distance delivery concerns. Evaluation processes should separate issues related to the technical and administrative systems from those related to individual faculty performance.
80. A Web-based version of the SET form should be developed.

# Student Services

As students interact with the University through distance education technologies, more attention must be paid to student services and how these should be provided at a distance. If a student is not on main campus, and is not visiting main campus regularly, provisions should be made for a variety of support services including the following:

- library resources;
- remote advising and counseling;
- financial aid; and
- computing and communications support.

Faculty should inform students of the resources available, and either provide them or tell students where they may obtain them. The complete student experience should be addressed to ensure effective distance education. The policies in this section are recommended to this end.

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## Library and Learning Resources

1. The Wayne State University Library System should provide access to information resources and services for students in distance education classes sponsored by the University. Access should include:
  - authorization to use electronic information resources, including full-text databases;
  - circulation privileges for library-owned books;
  - document delivery services for library-owned journal articles;
  - interlibrary loan services;
  - course reserve services; and
  - library instruction, as arranged with faculty.

2. Library staff should be available to distance education students for reference and consultation purposes through distance-appropriate media, including, but not limited to, e-mail, listservs and Web-based forms.

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## **Advising, Counseling and Student Services**

3. The University should ensure that distance education students are able to access a variety of student services remotely, including:
  - admissions;
  - registration and changing enrollment status;
  - advising and counseling;
  - records; and
  - tutoring.
4. Students should be able to access course and program descriptions, faculty assignments, and faculty credentials via both electronic and print media.
5. Wayne State University should provide distance education students with access to appropriate academic advising and other student services, both on and off campus.
6. The University should develop mechanisms to track and ensure the retention of distance education students.

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## **Financial Aid and Equity**

7. Students participating in distance education courses offered by WSU may be eligible for student financial aid and should be able to conveniently consult with the University financial aid office to determine their individual eligibility for financial aid grants and loans.
8. WSU should initiate financial aid policies that provide assistance to students for the purchase or lease of equipment in those programs in which computer access or ownership is a requirement.<sup>1</sup>

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<sup>1</sup> See information on similar policies instituted at the University of Florida ([http://www.ufsa.ufl.edu/SFA/publications/other\\_pubs/compreq.html](http://www.ufsa.ufl.edu/SFA/publications/other_pubs/compreq.html)) and Sonoma State University (Resmer, M. 1997. Universal student access to information resources technology, *Syllabus*, February 1997, pp. 12-14).

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## **Facilitating Access**

### **Internet Access**

9. The University should provide an AccessID, electronic mail and directory services for all distance education students as it does for on-campus students.
10. Students should be able to use their AccessIDs to gain Internet access and to use many WSU online resources.
11. Students enrolled in distance education courses may have to contract with an Internet Service Provider for dial-in access to the Internet, unless they live in areas where the University provides local dial-in facilities.
12. The University should establish standards and mechanisms for secure electronic transmission of student information.

### **Computer Equipment and Software**

13. The University should make the same software available to students enrolled in distance education courses as is available to on-campus students.
14. Students enrolled in distance education courses requiring specific resources should be responsible for obtaining their own hardware and/or software.

### **Technical Support Services**

15. The University should provide up to 7-day, 24-hour telephone or online technical support for students enrolled in distance education courses to accommodate students' diverse locations and schedules.
16. The University should provide base-level computer support and training for all students.
17. Colleges and departments may need to provide additional technical support pertaining to specialized, discipline-specific topics.

# Faculty

There are aspects of distance education that have the potential of dramatically reshaping the professoriate. Distance education has implications for faculty professional development and may also impact wages and working conditions. In institutions with collective bargaining, such as WSU, these topics will ultimately be subject to negotiations. This section deals to a great extent with policies of this type. It contains recommended policies pertaining to:

- faculty preparation;
- load and compensation; and
- intellectual property and copyright.

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## Faculty Preparation

1. The University should make every effort to provide appropriate initial and follow-up training for faculty who elect to design and/or teach a distance education course.
2. Faculty development services offered by the Office for Teaching & Learning should be expanded to include:
  - periodic faculty workshops and colloquia on interactive video and other aspects of distance education;
  - faculty workshops on computer-based instruction;
  - faculty workshops on instructional models;
  - professional instructional design assistance;
  - instructional publications design;
  - instructional design for multimedia; and
  - instructional design for audio/video productions.

3. Computer support services should be expanded to ensure prompt and convenient technical support for faculty members to ensure that their computing and networking facilities are fully compatible and functioning.
4. The University should encourage and reward faculty for participation in training to use distance education technologies, especially in those areas for which the faculty member has no prior experience or training.
5. The University should provide guidance for faculty in determining copyright regulations applying to distance education.
6. Faculty attendance at distance education symposia and conferences such as those sponsored by the American Center for the Study of Distance Education and discipline-specific professional organizations should be encouraged and supported.

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## **Faculty Load and Compensation**

7. Assignment of faculty to distance-delivered courses should:
  - be made with sufficient lead time to allow for preparation and training;
  - take into account the training, wishes, and suitability of the faculty member for the delivery method proposed; and
  - be matched with appropriate resource allocation.
8. Faculty should receive load credit or compensation for the development of distance education courses.
9. The teaching loads of faculty should be adjusted to reflect any additional responsibilities of distance education sections.
10. Faculty should be supported and appropriately rewarded for developing and teaching in a distance education format.

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## **Intellectual Property and Copyright**

### **Ownership of Instructional Materials**

11. Faculty members should assume ongoing ownership of their distance education course materials and any published work resulting from the development of these materials even if faculty have been granted reasonable released time or reasonable extra compensation for the development of these materials. (See Appendix B for a discussion of related Board of Governors statutes and contractual provisions.)
12. The University's involvement in supplying resources for the delivery of distance education should not constitute a basis for University ownership of distance education course materials.
13. The University and the faculty should further define the concept of "work for hire" with respect to distance education and should address the issue of joint ownership arrangements between faculty and the University and the conditions that would prompt such a designation.

14. Regardless of copyright ownership, faculty members should retain ongoing instructional rights and the responsibilities to:
  - revise and update instructional materials they have originally designed for distance delivery;
  - place reasonable time limits on the use of instructional materials they have originally designed for distance delivery; and
  - control the revision by others of instructional materials they have originally designed for distance delivery.
15. Regardless of copyright ownership, the faculty members should retain ongoing scholarly rights to:
  - take credit for their creative contributions;
  - reproduce the work for their instructional purposes; and
  - incorporate the work in future scholarly works authored by that faculty member.
16. Faculty members should be involved in decisions regarding any distribution of course materials that they have developed or partially developed.
17. A process for copyright dispute resolution should be established that pertains to conflicts over ownership and/or the allocation of royalties.
18. The University should provide intellectual property training so that faculty might take steps to protect the instructional materials for which they have full or partial ownership.

### **Profits of Ownership**

19. Faculty should receive all royalties that may accrue from the commercialization of distance education courses for which they assume full copyright.
20. Faculty should receive partial royalties that may accrue from the commercialization of distance education courses for which they hold joint copyright with the University because they have used extraordinary amounts of University resources.

### **Obtaining Permission to Use Materials**

21. Faculty have the responsibility to obtain permission to use copyrighted materials in the development or revision of distance education instructional materials.
22. The University should provide training for faculty in copyright infringement and processes for obtaining rightful permission to use materials in distance education.
23. The University should provide standard release forms for faculty use when obtaining permission to use materials in distance education.
24. The University should designate a copyright specialist to advise and assist University faculty and administration with respect to such matters.

# The University

While most distance education policy impacts specific curricula, there are policies that affect operations of the administration of the University at large, and in some cases the policies are of an inter-institutional nature. To a great extent these policies pertain to facilities management and coordination, budget and fiscal management. Advanced planning and resource support for these areas are essential to the success of any distance education program.

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## Distance Education Support and Planning

### General Support

1. The University should coordinate, and clearly designate responsibilities for, distance education functions such as:
  - comprehensive planning and budgeting for new distance education facilities;
  - monitoring the quality and effectiveness of the distance education program;
  - distance classroom scheduling;
  - registration;
  - publishing a distance education course schedule;
  - promoting and marketing the University's distance education programs;
  - equipment selection, purchasing, installation, maintenance and repair;
  - strategic allocation of support resources;
  - classroom technical support, and onsite trouble shooting; and
  - maintenance and repair of facilities and equipment.

2. Even though administrative and support functions may be coordinated by a distinct distance education unit, the functions should still be integrated with, not separate from, standard University planning and operations.
3. If distance education is to become a regular practice, the University should provide financial support for distance education from its central resources.

### **ITV Classroom and Technical Assistance Scheduling**

4. Faculty teaching distance education courses should receive at least the same level of equipment, technical and instructional support as would be expected in a traditional course.
5. Classroom support processes for requesting distance education classrooms and related technical assistance should be easy and consistent across on-campus and off-campus sites. These processes should include:
  - a single, standardized process that allows for combined scheduling of rooms and technical assistance; and
  - a standard process for faculty to request assistance during a class session.
6. Scheduling policies should support courses that combine a variety of distance education delivery techniques, such as Web-based instruction, interactive television and on-site presentations. Such techniques may be used for either semester-long distance education courses or for individual class sessions.
7. ITV classroom scheduling priorities should be established. While resources are limited, the following plan may be appropriate:
  - Priority 1: Semester-long ITV distance education courses;
  - Priority 2: Use of ITV technology for one or more individual class sessions within an otherwise traditional class setting;
  - Priority 3: Use of an ITV distance education classroom for its multimedia projection capabilities only.

### **Technical Support**

8. The University should ensure a consistent, base level of technician support for all ITV classrooms.
9. Remote technical management of multimedia and distance education classrooms should be employed to the greatest extent possible.
10. Web sites should be used extensively to provide general and content specific support to assist students anytime, any day. Such sites may include instructions, troubleshooting guidelines and frequently asked questions.

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## Monetary Issues

### Tuition and Fees

11. When appropriate, it should be possible to charge distance education students different levels of tuition and/or fees.
12. The University should establish a streamlined process for setting distance education tuition and fees.

### Revenues and Expenses

13. The University should ensure that all academic units have equitable access to distance education resources.
14. The costs of maintaining and upgrading distance education facilities and technology should be built into purchasing and acquisition decisions. Central and unit budgeting decisions should reflect such commitments.
15. The University should determine which aspects of distance education expenses should be allocated to the central service units and which should be allocated to the academic units.
16. The University should devise new rules and regulations for the way income flows to units to support administration, instruction, and student services for distance education.

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## Inter-Institutional Arrangements

17. The University should establish standards and procedures for participation in institutional partnerships, consortia, and other cooperative activities. Inter-institutional arrangements may cover topics such as:
  - course financing;
  - creation of instructional materials;
  - cross-institutional team teaching;
  - instructional support; and
  - sharing libraries, laboratories, and other resources.
18. Inter-institutional arrangements should not constrain or compel curricular decisions of specific academic units without input from that unit and its faculty.
19. The University should establish or be represented on inter-institutional committees to address inter-institutional accountability and quality control with respect to distance education.

# Next Steps

This report is only one step in the University's exploration of distance education. The committee has not attempted to determine whether or not distance learning *should* be offered by the institution. Rather, it has tried to recommend policies that would remove barriers confronted by those who are now engaged in distance education delivery and those who are interested in such work in the near future.

The University should begin deliberations on the role of distance education at WSU. Without immediate and serious consideration of this issue, Wayne State University may be significantly disadvantaged in the increasingly competitive arena of higher education. If the University does choose to significantly engage in distance education, then it must set strategic direction, allocate resources, establish incentives, and assign responsibilities without delay.

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## Summary of Recommended Activities

This report provides policy direction for incorporating distance education into the mainstream activities of Wayne State University. Table 1, on the following two pages, highlights the tasks involved in mounting a distance education program in the University and identifies the groups generally responsible for the various functions. Each of these general functions is then related to those pages of the report on which some aspect of the activity is discussed. In essence, Table 1 serves as an index to the report.

**Table 1**  
**A Summary of Recommended Distance Education Functions**  
**and Responsible Parties**

(Numbers in cells refer to pages containing pertinent policies)

Function	Central Administration	Academic Support Unit	Academic Unit	Faculty Members	Students
<b>Design DE Curriculum</b>					
• Select courses &/or programs			10	9, 10, 15	
• Develop courses &/or programs		14, 16	10, 12	9 – 15, 22	
• Provide & reward faculty training	14, 22-23	21	22		
• Support & reward DE course development	22	14, 21	22		
• Approve &/or purchase courses &/or programs	10		10	10, 15	
• Prepare student materials		14		13-15, 23	
• Obtain licenses & software	10, 13				
• Plan for & select technology	14, 24			12-15	
• Ensure compliance with copyright & liability laws; protect intellectual property	15 - 17, 22-23	16		13-17, 22-23	
• Revise & update materials				13, 15, 22-23	
<b>Implement DE Courses &amp; Programs</b>					
• Assign faculty			10, 22		
• Assign facilitators	16		10, 14	14	
• Adjust loads of DE faculty	22		22		
• Schedule classes	25		10, 25		
• Monitor student records	19	11, 19	11		

Table 1 continued

Function	Central Administration	Academic Support Unit	Academic Unit	Faculty Members	Students
• Provide, monitor & maintain equipment & facilities	14, 24-25	14, 24-25			
• Provide technologies & technical support	14, 20, 22, 25	14, 20, 22, 25	20, 22, 25, 26		20
• Deliver interactive instruction			12	9, 12 - 14	
• Provide student materials	16	14	12, 14	12, 14	
• Adhere to laws & regulations	16 - 17, 22		16 - 17	16	
• Provide library services		16, 18-19			
• Test students	17	17		17	
• Assign credit	11		11		
• Evaluate teaching			17		17
• Evaluate courses & programs & ensure quality	10	10, 12	10, 12, 17	9, 10, 23	
• Report grades	16			16	
<b>Provide Student Services</b>					
• Admit students	19	11	11		
• Advise students	19	19		19	
• Obtain financial aid	19	19			
• Register students		19, 24			
• Retain students	18				
<b>Institutional Role</b>					
• Distribute DE courses & materials	16, 23			23	
• Provide financial resources	24 - 26		26		
• Coordinate & delegate DE responsibilities	24 - 26		24 - 26		
• Partner with other institutions for DE	11, 26		26	26	

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## Other Issues to be Addressed

As the University develops its strategies and further refines and adopts distance education policies, involved faculty, staff and administrators should address the following paramount questions:

- Which courses and programs are most likely to lend themselves to distance education?
- How can distance education methods facilitate the traditional goals of a university education, such as a student's acquisition of:
  - higher-order and critical thinking skills;
  - experiences that promote an understanding of abstract theoretical concepts; and
  - a sense of identity as scholars and developing professionals?
- How do we preserve the university professor's multifaceted role as a researcher and scholar, as well as a teacher?
- How can a balance be achieved between convenience-driven instruction for non-traditional students and serving the larger needs of society and the disciplines?

And finally...

- How can distance learning enhance the mission and stature of Wayne State University?

# Appendix A: The Committee Roster

Rita C. Richey, Chair  
Professor, Instructional Technology,  
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Paul Fiedler  
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Susan P. Fino  
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Sharon A. Phillips  
Director, Media Services, University  
Libraries

Alvin M. Saperstein  
Professor, Physics, Science

Regina Zibuck  
Senior Lecturer, Chemistry, Science

# Appendix B: The Wayne State Legal Context

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## Statutes of the Board of Governors

Board of Governors statute 2.41.04, Patent and Copyright Policy, governs intellectual property. Patentable inventions and copyrightable materials are covered in separate sections of the statute and receive very different treatments. In general, the University takes the position that, for the case of patents, "research and invention frequently involve complex relationships among several parties, including individual inventors, external research sponsors, and various units and departments of the University."<sup>2</sup> The patent policy therefore assigns ownership rights to patentable inventions based on considerations such as: whether the invention was created with<sup>3</sup> or without<sup>4</sup> University support; whether the invention was created under terms of sponsored research agreements or contracts<sup>5</sup>; or, whether the invention was created under University practice plans.<sup>6</sup> Disputes over ownership of a patent are heard before a Patent Committee established by

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<sup>2</sup> Board of Governors Patent and Copyright Policy, 2.41.04.100.

<sup>3</sup> Id. at 2.41.04.120.

<sup>4</sup> Id. at 2.41.04.110.

<sup>5</sup> Id. at 2.41.04.130 to 2.41.04.160.

<sup>6</sup> Id. at 2.41.04.170. Practice plans are "an arrangement between an employer and professional personnel which specifies terms and conditions under which those personnel may receive compensation for external consulting activities." See Section 2.41.04.560. Currently practice plans affect only certain clinical faculty in the School of Medicine.

the statute.<sup>7</sup> The University has responsibility for licensing all patents to which it has title<sup>8</sup>, and will distribute royalties among the inventor, a department and the University according to a schedule contained in the patent policy.<sup>9</sup>

The copyright provision of the Board of Governors statutes is relatively brief. According to the statute, the general rule is that faculty and staff "retain all rights to copyright in published works which they have authored as a part of their traditional scholarly pursuits."<sup>10</sup> There are two exceptions to the rule of author ownership. First, for copyrightable works made by "persons who are employed or directed within the scope of their employment to produce specific works," the University retains copyright in its own name. In this instance, the statute acknowledges that the "copyright may be subject to contractual arrangements between the University and the personnel involved." Second, in cases where an author "requests the use of University facilities and/or personnel," the policy envisions that the University may have an interest in the finished copyrightable work.

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## **The Collective Bargaining Agreement between the University and the WSU Chapter of the American Association of University Professors**

### A. Contract Article

Article VII of the Collective Bargaining Agreement specifically incorporates Board of Governors Statute 2.41.04, Patent and Copyright Policy. As part of the Collective Bargaining Agreement, the Board of Governors statute cannot be altered outside of collective bargaining. The Board of Governors statute may also serve as the basis for a formal grievance filed pursuant to the Collective Bargaining Agreement.

### B. Letters of Agreement

Two letters of agreement address the narrow issue of computer software and its relationship to University policies on patent and copyright.

In the Letter of Agreement of September 3, 1990 (Reference: Software Copyright and Patent Policy), the University agreed to abide by the decision of the Arbitrator in Grievance No. 149.<sup>11</sup> In the Letter of Agreement of September 3, 1990 (Reference: Computer Software Patentability), the parties agreed that all bargaining unit members must report to the University all computer software that is patentable and has potential commercial value for a patentability and ownership rights determination.

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<sup>7</sup> Id. at 2.41.04.310. The patent committee is an ad hoc committee chaired by the Provost or her/his designee. The President appoints members of the committee, with at least one-half the members selected from a list of names submitted by the Academic Senate. The committee is charged with investigating the circumstances under which an invention was made. The committee's findings and recommendations are then submitted to the President.

<sup>8</sup> Id. at 2.41.04.180 to 220.

<sup>9</sup> Id. at 2.41.04.240 to 300.

<sup>10</sup> Id. at 2.41.04.640.

<sup>11</sup> This grievance will be discussed below.

### C. Arbitrator's Decision in Grievance No. 149

This decision was the culmination of a series of disputes between the University and the American Association of Professors on the proper placement of computer software within the Board of Governors statute on Patents and Copyrights. In Grievance No. 149, the arbitrator upheld the position of the AAUP, which required that patentable software be treated under the existing patent policy and copyrightable software be treated under the existing copyright policy.

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## **Wayne State University Executive Order No. 86-5: Patent Administration and Procedures**

Executive Order No. 86-5 purports to fill in the gaps of the Board of Governors statute on Patent and Copyright. It is devoted exclusively to the patent provisions of the statute. The executive order assigns administrative responsibility for operation of the patent policy,<sup>12</sup> clarifies the workings of the patent committee,<sup>13</sup> requires reporting of patentable inventions,<sup>14</sup> and provides mechanisms for ownership determinations, the waiver of patent rights, and the evaluation and application processes for patents.<sup>15</sup>

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<sup>12</sup> Executive Order No. 86-5, sections 2.1, 2.2.

<sup>13</sup> Id. at section 2.3

<sup>14</sup> Id. at 3.0.

<sup>15</sup> Id. at 4.0 et seq.

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