Purpose: The purpose of this Health Sciences Center Operating Policy and Procedure (HSC OP) is to specify how electronically delivered instruction in academic courses shall be conducted in each of the university’s Schools to meet the university mission of providing excellence in the education of health care professionals.

Review: This HSC OP will be reviewed on October 1 of every even-numbered year (ENY) by the Deans of the Schools, the Executive Vice President for Academic Affairs, and the Provost, with recommendations for revisions forwarded to the Vice President for Information Technology by November 1.

POLICY/PROCEDURE:

1. **Foreword**
   a. The delivery of academic coursework through audio-, video- and web-based media poses new questions for educational institutions. The rights and responsibilities of the university, its employees, and its students in the distance education enterprise must be articulated clearly and applied consistently so that issues regarding ownership, control, evaluation, and operation of the TTUHSC’s electronically delivered education programs may be resolved satisfactorily. The purpose of this policy is to specify how these issues shall be addressed.
   b. Distance education is defined as a course in which the majority of the instruction occurs when the students and instructor are not in the same physical setting. In this policy, distance education and electronically delivered instruction are used interchangeably.
   c. Unless otherwise specified below, all current policies that apply to traditional face-to-face delivery of academic coursework shall also apply to coursework that is delivered electronically.

2. **Instructional Method Definitions**
   a. FACE: A traditional face-to-face course in which the student and instructor(s) are in the same physical location.
   b. HYBRID: A course in which the majority (greater than 50% but less than 85%) of planned instruction occurs when the student and instructor(s) are not in the same place.
   c. ONLINE: A course in which 85% or more of planned instruction occurs when the student and instructor(s) are not in the same place.
   d. IVC (Interactive Video Conferencing): A course in which synchronous instruction is delivered via two-way transmission between an instructor and student who are not in the same physical location.

3. **Procedures**
   a. Educational Support
      1) All TTUHSC students receiving instruction through distance education shall be provided appropriate access to student support services. These services shall include access to admissions, course registration, academic advising, student
orientation, textbooks and materials, financial aid, career development, and other special program accommodations as applicable under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

2) The TTUHSC Library shall provide support for distance education courses and programs that is appropriate. Elements of library support available to students taking distance education courses include electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, network access, and interlibrary loan services.

3) All TTUHSC distance education students shall have access to technology support that is appropriate.

4) All TTUHSC faculty members who teach courses through electronically delivered instruction shall be provided professional support in adopting instructional techniques and strategies that are appropriate for electronically delivered courses. Such support shall be provided by each School and/or program within TTUHSC.

b. Coordination and Oversight

1) **Learning Technologies Committee**
   Representatives are appointed by the Deans of the Schools, the Vice President for Information Technology, and the Executive Vice President for Academic Affairs to the Learning Technologies (formerly eLearning) Committee. Appointments will be reviewed annually or as needed. This committee is responsible for:
   (i) recommending the allocation of institutional resources to support electronically delivered instruction,
   (ii) coordinating all institutional level regulatory, reporting, and accreditation matters that specifically pertain to electronically delivered courses and programs; and
   (iii) oversight and guidance of an institutional Learning Management System that provides a centralized access point for information on electronically delivered courses, programs, and resources.
   The Learning Technologies Committee reports through the Vice President for Information Technology to the President's Executive Council as needed.

2) **Technology Assisted Learning Council (TALC)**
   The Technology Assisted Learning Council provides faculty led/driven leadership and expertise needed to design and maintain an environment for faculty to have the skills and support systems necessary to effectively incorporate technology into pedagogy. Faculty representatives are appointed by the Dean of each School. The CIO appoints one staff member to the council.

3) **Schools**
   Each School will ensure:
   (i) that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit
   (ii) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs;
   (iii) ensures that students are notified in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.
   (iv) identification of resource needs and allocation of resources to support the delivery of electronic courses;
   (v) facilitation of support services for students and faculty within the Schools who are engaged in electronically delivered instruction;
   (vi) assistance to programs in the development and/or revision of electronically delivered curricula; and
   (vii) identification of data and assessments needed to evaluate the effectiveness of electronically delivered instruction.
c. Programs, Course Offerings, and Ownership of Instructional Materials

1) Schools are responsible for deciding which courses and/or programs will be offered electronically.

2) Schools are responsible for ensuring the academic rigor of programs and the quality of instruction in all courses and/or programs offered electronically.

3) Faculty members are responsible for ensuring the integrity of student work in courses and programs offered electronically.

4) Proposals for new courses and/or programs to be offered electronically shall be developed, reviewed, and approved in the same manner as proposals for face-to-face courses and/or programs.

5) Ownership of instructional materials that are developed for distance education courses and the revenue derived from the creation of software or other media products that are developed for distance education courses shall be determined in accordance with Regents' Rules and Policy Statement, Chapter 10, Intellectual Property Rights.

d. Assessment

1) Each course offered by distance education shall be evaluated by students. Additional response items on student evaluations of distance education courses shall assess the effectiveness and efficiency of the delivery systems and academic resources.

2) The educational effectiveness of electronically delivered programs shall be assessed on an on-going basis. Elements covered in the assessment shall include student learning outcomes, integration of curricula and technology, student satisfaction, student retention, and pass rates for licensing exams.

3) Principles of Good Practice (PGP) course verification. On an annual basis, instructors of record for online and hybrid courses must verify that their courses adhere to the TTUHSC Principles of Good Practice for Online and Hybrid Courses. If an instructor is unable to verify a course, s/he can postpone verification until the next semester in order to complete appropriate course revisions. This PGP verification process is coordinated through the Office of Institutional Effectiveness and Accreditation.

4) Each school may develop a formal process by which distance education courses are evaluated to ensure the rigor of courses and curriculum, and the quality of instruction.