

TO: Simon Bott, Chair  
Undergraduate Council

FROM: Jerry Waite  
Academic Policies and Procedures Committee

SUBJECT: UC Chair Charge to Investigate Online Course Offerings

DATE: April 17, 2012

RECEIVED APR 17 2012

Dr. Simon Bott, Chair of the Undergraduate Committee of the UH Faculty Senate, charged the Academic Policies and Procedures (APP) Subcommittee to investigate issues related to the University's rapidly increasing online course offerings. The charge stated:

*The rapid increase in online course offerings from the university has, to date, been lacking in monitoring and quality control by the faculty as a whole. I would like the group (augmented as necessary) to consider the following issues as you are able. They are listed in order of decreasing priority.*

*a) What resources are out there and which are available to faculty as best practices? I suggest you do this in collaboration with the CTE.*

*b) Which core classes are being offered online? Should there be a limit to the proportion of online spaces in core classes? If so, a suitable policy should be developed. Be sure to define and distinguish the various classifications of online courses (e.g., what exactly constitutes a hybrid course?) As needed, be aware of the new core competencies.*

*c) What safeguards are being taken in online core classes to ensure that the person taking the class is the person who is receiving credit for the class? What safeguards should be taken? A suitable policy should be developed?*

*d) Information from other institutions suggests that some are offering online courses without including the appropriate academic department. Is this appropriate? If not, a suitable policy should be developed to preclude it happening at UH.*

*e) Is it appropriate to insist that every student take at least one online class in their degree plan? If not, develop a position statement that can be used to counter any legislative efforts to impose such a requirement.*

*f) Moving outside the core curriculum, apply points (b) and (c) to undergraduate degrees in general.*

*g) Any other issues that might arise during the committee's work.*

*Ideally, items (a) through (d) could be finished and draft documents prepared for consideration by the full committee this academic year.*

In response to this charge, the APP Subcommittee met several times to discuss the issues raised in the charge. We invited and heard from numerous UH constituents who are not members of the APP Subcommittee but have expertise in the field, including Dr. Jami Kovach, Tammy Hoskings, Shanti Mukerji, Nancy Herron, and Michael Scott.

After hearing from the invited guests mentioned above, the Subcommittee chose to break into working groups to tackle each question. These working groups were:

- A) Leonard Bachmann and Tamara Fish
- B) Richard Scamell and Preson Broom

- C) Leonard Bachmann, Kevin Simon, and William Dupré
- D) Tamara Fish, Stephen Soutullo
- E) Jerry Waite
- F) This item was not investigated this term.

Each working group completed its task and reported to the full Subcommittee. Each group summarized its findings, which are included in this report. In addition, groups provided supporting information that can be found in the Appendix of this report.

Upon completion of the entire report, the Subcommittee voted to approve the document:

9 ayes  
0 nays

**Summary of findings in response to question a): What resources are out there which are available to faculty as best practices?**

**University of Houston Resources**

Comprehensive resources and tools for distance and online teaching, tailored to the University of Houston community, are available at the Office of Faculty Development and Instructional Support web site: [eto.uh.edu/fdis](http://eto.uh.edu/fdis). These include instructional design support for face-to-face, hybrid, and online courses, "Recommended Guidelines for UH Online Courses 2012," software and downloads to support online teaching, support for Blackboard Vista, tutorials, a toolbox, FDIP grant opportunities, and contact information for the thirteen Instructional Design Team members located within the various colleges. Faculty Development and Instructional Support operates within UH Educational Technology and University Outreach, which also oversees Distance Education: <http://eto.uh.edu/home/>. See Appendix A for more detailed information.

**Online Resources**

A wealth of resources, including Listservs, teacher education and certificate programs, organizations, and professional development materials, are available online. A sample of these resources is included in the Appendix.

**Conclusions**

- Online, hybrid, and distance courses are expected to proliferate in the near future, with increasing numbers of instructors involved in their design and delivery. Evidence suggests that online courses can equal face-to-face course in quality when they are well designed.
- Faculty and staff wanting to design hybrid, online, or distance courses might reasonably expect to have access to whatever they need as they need it while developing and delivering those courses, including guidelines and "best practices," design and instructional support, and appropriate technologies. These resources are currently available to University of Houston instructors; indeed, the Instructional Design Team offers assurance that they currently have the capacity to work with every single instructor on campus.
- The University of Houston nevertheless faces the following challenges:
  - *Disseminating information about support for online learning to faculty*; despite readily available instructional support, instructors may not be aware of existing resources, guidelines, and support for online teaching or know how to access them.
  - *Familiarizing instructors with best pedagogies*; effective online teaching requires more than plugging an existing class into an online shell, and instructors may need guidance to create compelling instructional experiences, including active and collaborative learning and effective assessment.
  - *Generating interest in online teaching*; online courses require time to design, implement, and assess, possibly over a period of years, and instructors may need to learn whole new ways of thinking about teaching. Online courses may also be more labor intensive than face-to-face courses to teach.
  - *Keeping up with persistent changes in technology*; the shifting technological landscape necessitates broad-scale efforts to keep online courses current and to support instructors in making sure that technologies are incorporated into classes so as to meet pedagogical objectives in appropriate ways.

**Summary of findings in response to question b): Which core classes are being offered online? Should there be a limit to the proportion of online spaces in core classes?** If so, a suitable policy should be developed. Be sure to define and distinguish between various classifications of online courses.

Eight University of Houston colleges offer online<sup>1</sup> and/or hybrid<sup>2</sup> courses with the Colleges of Liberal Arts and Social Sciences and Technology offering courses in seventeen and twelve departmental/program/subject areas respectively. Five subject areas offer more than ten online and/or hybrid courses (Technology Leadership and Supervision - 18, Communications – 16, Human Development and Consumer Studies – 14, Psychology – 14, and Kinesiology – 13).

Appendix B lists the number of courses offered in either an online or hybrid format by College/Department/Program/Subject Area. Appendix B2 lists specific University of Houston courses are currently offered or have been offered in the past in an online and/or hybrid format. This list identifies 31 courses in the University of Houston core curriculum offered in an online and/or hybrid format. One of these core courses, KIN 1304: Public Health Issues in Physical Activity and Obesity, has been offered to as many 1000 students online in a semester.

The University of Houston Catalog offers the following description of the core curriculum [http://www.uh.edu/academics/catalog/policies/degree-reqts/current-core/#why\\_core](http://www.uh.edu/academics/catalog/policies/degree-reqts/current-core/#why_core)

*The University's 42-hour core curriculum is informed by a series of basic intellectual competencies – reading, writing, speaking, listening, critical thinking and computer literacy – that are essential to the learning process in any discipline. These courses are intended to provide students with the opportunity for understanding how these disciplines present varying views of the individual, society and the world and for appreciating the methods by which scholars in a given discipline organize and evaluate data. The perspectives acquired in these studies describe the potential, as well as the limitations, of these disciplines in understanding the human experience.*

Due to the critical importance of the core curriculum, rather than beginning with some sort of class size policy, the Committee suggests that a group consisting of experienced online teachers be created through the Center for Teaching Excellence to review and approve all University of Houston core courses offered in either an online and/or hybrid format. This is especially important for those core courses that are offered only in an online or hybrid format since the learning style and work habits of many freshman and sophomore students may not be well-suited for courses offered in a format with which they are not familiar.

In the long term, online education will continue to expand as enrollments in higher education continue to increase necessitating serious thought to the size of enrollments in online classes. Therefore the Committee suggests that all core courses offered online to more than 100 students should be subject to review by the committee created by the Committee for Teaching Excellence. Finally, it is important to remember that online teaching should not be expected to generate larger revenue by means of larger class sizes at the expense of effective faculty instruction or faculty overload.

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<sup>1</sup> An online course is defined by the University of Houston Faculty Development and Instructional Support team as a course that meets face to face no more 15 percent of the scheduled classes in a semester.

<sup>2</sup> A hybrid course is defined by the University of Houston Faculty Development and Instructional Support team as a course that meets face to face no more than 50 percent of the time and no less than 15 percent of the time where 15 percent of the time constitutes four 90-minute lectures.

**Summary of findings in response to question c): What safeguards are being taken in online core classes to ensure that the person taking the class is the person who is receiving credit for the class? What safeguards should be taken? A suitable policy should be developed?**

Assessment Design and Cheating Risk in Online Instruction, *Online Journal of Distance Learning Administration*, Volume XIII, Number III, Fall 2010 University of West Georgia, Distance Education Center

[http://www.westga.edu/~distance/ojdla/Fall133/harmon\\_lambrinos\\_buffolino133.html](http://www.westga.edu/~distance/ojdla/Fall133/harmon_lambrinos_buffolino133.html)

"SUMMARY AND CONCLUSIONS: This study reports three principle findings. First, from a survey of student opinion it is reported that 59% believe that the frequency of cheating is the same in both the online and the f2f instructional format. The proportion is significantly greater than 50% at the .05 level. It is also reported that the responses to the question of cheating and instructional format are significantly different depending on whether the student came from an online class or a f2f class, but only at a p-value of .1060. Recalling the literature review in Table 1, which reported mixed findings by previous empirical studies, an interesting implication for future research is whether student experience with each instructional format influences student perceptions of differences in the frequency of cheating. Second, on proctoring and the frequency of cheating on essay exams and multiple choice exams, it is reported that roughly half of the respondents perceive unproctored assessments as having greater cheating risk than the same assessment in a proctored format, and half think they have equal cheating risk. These findings are consistent with the conventional perception that in a side by side comparison of two courses with comparable content and predominately multiple choice exam assessments, the course with unproctored exams is viewed as having greater cheating risk. Third, in our analysis of assessment design in 20 online courses it is reported that 70% base roughly half the course grade on unproctored multiple choice exams.

'These findings imply that online courses, which have unproctored multiple choice exams, can reduce perceived cheating risk by proctoring some of their multiple choice exams without significantly altering the original mix of assessment types. Gresham's Law suggests that online courses debased by assessment designs with high cheating risk will displace courses with relatively lower cheating risk. Institutions of higher education tone deaf to the issue of proctoring online multiple choice assessments may understandably find other institutions reluctant to accept these courses for transfer credit.

'The benefit of proctoring is not without cost. A proctored exam limits the spatial and the asynchronous dimensions of online instruction, which may have been the core reason the student enrolled in the online. These costs can be mitigated to some extent by early announcement of the time and date of the exam, by allowing for some flexibility of time of exam, and by permitting use of alternate certified proctoring centers. The costs to individual instructors are formidable but there are potentially significant economies of scale to be realized by integration of online courses with an existing system that administers proctoring of exams for f2f classes.

'Proctoring of some multiple choice exam assessments will reduce cheating risk. The elephant in the room, however, is the cheating risk on non-exam unproctored assessments (for example term papers, essays, discussion, and group projects). These are widely used in f2f instruction and, as online instruction evolves, will likely become equally widely used in online courses. These assessments are valuable because they encourage learning by student-to-student and student-to-faculty interactions, and because they measure Bloom's higher levels of learning. These assessments have higher cheating risk than proctored multiple choice exams. These assessments, more so than multiple choice exams, challenge the ability of faculty and administration to inspire students to behave ethically and to refrain from academic misconduct."

**Summary of findings in response to question d): Information from other institutions suggests that some are offering online courses without including the proper academic department. Is this appropriate? If not, a suitable policy should be developed to preclude it happening at UH.**

**Background:** The question arises in response to concerns that some universities are adopting curricula, course content, or whole courses for online delivery that are being developed by entities external to the department in which credit is received or external to the university itself. As online courses proliferate, they may do so in the absence of clear policies for their development and implementation. The subcommittee explored the questions of whether online courses currently offered through the University of Houston are being developed in full or in part by external entities or are offered without the involvement, knowledge, or approval of the appropriate departments; and whether policies for online course development exist and address this issue.

**Findings:** Nancy Herron, Assistant Director for Educational Outreach at the University of Houston, indicated that all online courses at UH are offered by the academic departments or colleges in which the courses are located. The Distance Education unit facilitates delivery of such courses but neither contributes to their content nor provides instruction for distance courses. Ms. Herron noted: "To the best of my knowledge, no department or college has purchased a fully developed online class from a 3rd party vendor for delivery by UH Distance Education."

Distance Education is aware, however, that some instructors have adopted electronic course packets, often used in conjunction with course textbooks. Nancy Herron noted, "We are not certain that every department is aware when their faculty are using these packets." To address this issue, Faculty Development and Instructional Support (FDIS) has recently developed guidelines for the use of publisher-created content, including e-packs, e-cartridges, and other publisher-created materials. The document has been approved for distribution to faculty teaching classes on Blackboard; a draft is attached.

**Conclusions:** Policies, formal and informal, currently practiced by FDIS and Distance Education at UH are calculated to help prevent adoption of online courses created by external or third-party vendors. At present, however, such policies are limited and leave open the following concerns:

- Instructors may not be aware of policies governing use of materials they did not create, especially if they are not working with the university instructional design team.
- Policies cover only vendor- or publisher-created content and delivery via Blackboard.
- Department chairs and college deans may be unaware of vendor- or publisher-created or other externally-generated materials being used in their departments or colleges.
- Publishers and vendors are exerting ever greater pressure on departments to adopt publisher-created materials, and policies for their adoption should be clear to faculty and administrators.
- No comprehensive policy governing the creation of online or distance courses, or the role of faculty or academic units in their creation and instruction, currently exists at UH. Faculty input is a critically important to any such policy going forward. Policy statements such as that developed by the American Association of University Professors (AAUP) should guide the creation and implementation of policies on distance and online education for UH, which should include the following considerations:
  - distance/online courses should be designed and delivered according to the same principles that govern design and delivery of face-to-face courses, consistent with and in consideration of the university's mission;
  - faculty should be key players in design of such courses;
  - policies regarding design and delivery of distance and online courses should emanate from faculty.

Attached:

- AAUP Statement on Distance Education
- AAUP Statement on Copyright

**Summary of findings in response to question e): Is it appropriate to insist that every student take at least one online class in their degree plan?**

**Background:** This question may have arisen in response to the emergence of online-only universities such as Western Governors University, which offers accredited bachelors degrees that cost between \$2,890 and \$4,250 per term. The question may also have arisen based upon the mistaken—yet widespread—assumption that online education is inherently inferior to face-to-face instruction. This subcommittee noted, in its response to question a) that: "Evidence suggests that online courses can equal face-to-face course in quality when they are well designed." After doing considerable research and listening to those who are experts in online and/or hybrid education, the subcommittee came to the realization that there are good and bad online/hybrid experiences...just as there are good and bad face-to-face experiences. The difference is the *faculty* member and how *well* that instructor creates and presents the course.

The overarching goal of any educational program is to prepare students for life...both now and in the future. Part of this preparation is teaching students to be lifelong learners. Indeed, once students leave the university, they become lifelong trainees as they navigate the changes their careers and avocations require. From learning the latest technology to keeping up with changes in church practices to learning the best golf techniques to participating in virtual meetings, the future of training is online. The American Society for Training and Development, in a 2011 report titled *Better, Smarter, Faster: How Web 3.0 Will Transform Learning in High-Performance Organizations*, provided an analysis of responses from 1,357 business and learning professionals that includes information gathered from interviews conducted with representatives of high-performing organizations. More than 65% of the respondents believe that "more learning will be virtual rather than in-person;" 62.3% predict that "much more learning will occur on mobile devices;" and nearly half agree that "learning will become much more immersive via simulations." In addition, nearly two-thirds of respondents believe that, within three years' time, their firms will use computer-based simulations for learning purposes. It is clear that our students *will almost certainly* encounter online instruction in their futures.

**Conclusion:** Given the preponderance of online/hybrid training that our students are likely to receive in the future, the subcommittee believes that it is *inappropriate* to *prevent* UH students from becoming adept with online/hybrid learning techniques. The ability to interact with online/hybrid learning ought to be an indispensable "tool" in our graduates' "tool kits."

However, the question posed to the committee really revolves around the word "insist." The literature shows that some students simply do not respond well to online/hybrid experiences. Indeed, a certain amount of discipline is required to keep up with assignments without the constant reminder that face-to-face interaction provides. So, "insisting" that all students take at least one online course in their degree plan is unfair to those students who seemingly cannot handle online coursework. However, those students are precisely the ones who need the online experience that they can obtain from a well-designed online course.

**Recommendation:** So that students will be prepared to engage in online lifelong learning experiences, the subcommittee recommends that: 1) *all* degree plans include at least one course offered in an online/hybrid format, and 2) *all* UH students be *strongly encouraged* to take at least one on-line class during their baccalaureate programs.

## Appendix A

### Charge for Undergraduate Committee Academic Policies and Procedures Subcommittee

CHARGE FROM UC CHAIR DR. SIMON BOTT: The rapid increase in online course offerings from the university has, to date, been lacking in monitoring and quality control by the faculty as a whole. I would like the group (augmented as necessary) to consider the following issues as you are able.

What resources are out there and which are available to faculty as best practices?

1. UH Educational Technology & University Outreach <http://eto.uh.edu/Home/>
  - a. ETUO works with academic colleges, faculty and other administrative units to coordinate course and program delivery, student support services, and to provide faculty development opportunities. We also work with colleges and develop and implement Extension programs for domestic and international delivery.
  - b. ETUO also serves as a liaison with the Texas Higher Education Coordinating Board, the Southern Association of Colleges and Schools, and the Southern Regional Electronic Board on matters related to accurate reporting and maintenance of quality standards.
2. UH Office of Faculty Development and Instructional Support <http://etuo.uh.edu/fdis/>
  - a. FDIS promotes and supports faculty and programs using technology to enhance the learning experience in the classroom and in the community.
  - b. INSTRUCTIONAL DESIGN: The instructional design team is available to help faculty in all aspects of delivering any courses utilizing technology. This includes face-to-face courses, hybrid, or online, and development of best practices for using technology tailored to the needs of particular courses.
  - c. ONLINE COURSE GUIDELINES: Recommended Online Course Guidelines for UH are available at: [Recommended Online Course Guidelines for UH](#).  
**Appendices:**
    - i. A. Course Guideline Evaluation Document
    - ii. B. Basic Technology Skills for Faculty and Students
    - iii. C. Copyright / Intellectual Property
    - iv. D. Support and Contact Information for Faculty and Students
    - v. E. Accessibility Guidelines
    - vi. F. Course Information Form
    - vii. G. Syllabus Recommendations for University of Houston
  - d. SOFTWARE AND DOWNLOADS: The University and ETUO offer licenses for software commonly used by instructors. We also list downloads for commonly used programs that are free. [Software and Downloads](#)
  - e. BLACKBOARD VISTA: The supported Learning Management System at University of Houston is Blackboard Vista (not to be confused with Microsoft VISTA). FIDS offer a wide range of support resources for all faculty and staff interested in enhancing course delivery with Blackboard Vista and the tools associated with its use.
3. LISTSERV- MVCR Tech Tools: This is a group for students enrolled in MVCR's Technology Tools group. <http://groups.diigo.com/group/mvcr-tech-tools>
4. Master of Online Teaching Certificate + Educational Resources: <http://go.illinois.edu/mvcr>
5. Organizations:
  - a. SLOAN-C <http://sloanconsortium.org/> Consortium of individuals, institutions and organizations committed to quality online education. The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and



individual educators improve the quality, scale, and breadth of online education. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Originally funded by the Alfred P. Sloan Foundation, Sloan-C is now a non-profit, 501 (c) (3), member-sustained organization. . . . The Sloan Consortium (Sloan-C) helps learning organizations continually improve quality, scale, and breadth of their online programs according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Sloan-C supports the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction. Sloan-C hosts conferences and workshops to help implement and improve online programs; publishes the Sloan-C View, the Journal of Asynchronous Learning Networks (JALN), an effective practices database and volumes of applied research studies; and conducts research, annual surveys on online learning and forums to inform academic, government and private sector audiences; maintains a catalog of degree and certificate programs offered by a wide range of regionally accredited member institutions, consortia, and industry partners; and provides speakers and consultants to help institutions learn about online methodologies. Sloan-C also offers an awards program so members can share the lessons they have learned.

- b. QUALITY MATTERS <http://www.qmprogram.org/> Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions. There are three primary components in the Quality Matters Program: The QM Rubric, the Peer Review Process and QM Professional Development. If you are new to QM and wish to learn more, download the Overview and Introduction Presentation and Guide.
  - i. Rubric Standards [http://www.qmprogram.org/files/QM\\_Standards\\_2011-2013.pdf](http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf)
    - 1. Course Overview and Introduction
    - 2. Learning Objectives (Competencies)
    - 3. Assessment and Measurement
    - 4. Instructional Materials
    - 5. Learner Interaction and Engagement
    - 6. Course Technology
    - 7. Learner Support
    - 8. Accessibility
  - ii. Quality Matters Literature Review for 2011-2013 Rubric: <http://www.qmprogram.org/lit-review-2011-2013-rubricpdf/download/QM%20Lit%20Review%20for%202011-2013%20Rubric.pdf>
- c. US DEPARTMENT OF EDUCATION. Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies. A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 50 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average,

students in online learning conditions performed modestly better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes—measured as the difference between treatment and control means, divided by the pooled standard deviation—was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face.

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CD EQFjAA&url=http%3A%2F%2Fwww2.ed.gov%2Frschstat%2Feval%2Ftech%2Fevvidence-based-practices%2Ffinalreport.pdf&ei=dENvT\\_u6E8nLtgeLyemrBg&usg=AFQjCNFHR8jHODlqpBkWvi8Ko5xyj9lgTA&sig2=DCi23qAUq\\_ZWawUORXyruA](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CD EQFjAA&url=http%3A%2F%2Fwww2.ed.gov%2Frschstat%2Feval%2Ftech%2Fevvidence-based-practices%2Ffinalreport.pdf&ei=dENvT_u6E8nLtgeLyemrBg&usg=AFQjCNFHR8jHODlqpBkWvi8Ko5xyj9lgTA&sig2=DCi23qAUq_ZWawUORXyruA)

6. Online resources (sorted by url address):

- a. Assessing Quality in Education: Digest of Existing Models. Models of Quality in Online Education:

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CEsQFjAF&url=http%3A%2F%2Fonline.umsystem.edu%2Fdocs-policies%2FQuality\\_in\\_Online\\_Ed.pdf&ei=EFvT-WFDYPqtgft5CgBg&usg=AFQjCNFeD3zHSMmTwU-I7k7PD4ch6gKOVQ&sig2=dSAFz1JeySRgxTBUwv1IMw](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0CEsQFjAF&url=http%3A%2F%2Fonline.umsystem.edu%2Fdocs-policies%2FQuality_in_Online_Ed.pdf&ei=EFvT-WFDYPqtgft5CgBg&usg=AFQjCNFeD3zHSMmTwU-I7k7PD4ch6gKOVQ&sig2=dSAFz1JeySRgxTBUwv1IMw)

- b. Higher Education Online Teaching Resources

[http://news.search.yahoo.com/search/news?p=higher+education+online+teaching+resources&ei=UTF&n=10&b=1&va\\_vt=any&vo\\_vt=any&ve\\_vt=any&vp\\_vt=any&vst=0&vf=all&vm=r&fl=0&xargs=0&pstart=1=epwPyU\\_SdFJX9tTU\\_acltw--1332272521&fr=alltheweb&fr2=newsdd - 85%](http://news.search.yahoo.com/search/news?p=higher+education+online+teaching+resources&ei=UTF&n=10&b=1&va_vt=any&vo_vt=any&ve_vt=any&vp_vt=any&vst=0&vf=all&vm=r&fl=0&xargs=0&pstart=1=epwPyU_SdFJX9tTU_acltw--1332272521&fr=alltheweb&fr2=newsdd - 85%)  
Result found by: FAST Search (alltheweb.com)

- c. Professional Development - Online Teaching Resources

Online Teaching Resources. Teaching and learning resources and websites; Teaching ... DeLiberations on Learning and Teaching in Higher Education - Resources and Issues  
[http://otl.curtin.edu.au/professional\\_development/resources.cfm](http://otl.curtin.edu.au/professional_development/resources.cfm) - 59%  
Result found by: Yahoo!

- d. EduResources Weblog-Higher Education Resources Online

EduResources Weblog-Higher Education Resources Online This weblog focuses ... productions are now freely available online. Registration is required. The Teacher Resources are ...  
<http://radio-weblogs.com/0114870/> - 26%  
Result found by: Yahoo!

- e. "Higher Education Resource Hub": A College Education Resource ...

Online resource directory for higher education worldwide.  
<http://search.lycos.com/b.php?u=/teb.qr-erutvu.jjj//:cgg&s=unknown&p=11&as=www.higher-ed.org> - 52%  
Result found by: Lycos

- f. 20 Tips and Resources for Using Online Learning Technology in Higher Education ...

Online Learning News and Research ~ Ray Schroeder ... 20 tips and resources for using online learning technology in higher education  
<http://search.lycos.com/b.php?u=3264=c/?/tavaenryravyab/1eupfe/hqr.fvh.rycbr//:cgg&s=unknown&p=19&as=people.uis.edu> - 26%  
Result found by: Lycos

- g. The Future of Online Teaching and Learning in Higher Education...

The Future of Online Teaching and Learning in Higher Education: The Survey ...

premier associations for online education. MERLOT is a free and open resource for higher ...  
<http://search.lycos.com/b.php?u=624751/rYqantavupnrGravyaBsbrehghSruG/zhybiravmntnZlyergenhdRFHNPQR/lyergenhd+RFHNPQR/hqr.rfhnphqr.jjj//:cgg&u&s=unknown&p=13&as=www.educause.edu> - 46%  
Result found by: Lycos

h. ICDEA Strategies for Quality Higher Education in an Increasingly More Open and Online World...  
[http://search.lycos.com/b.php?u=fcv.74XiWj\\_P7o.qyebj+ravyab+qan+arcb+rebz+lytavfnrepav+an+av+abvgnphqr+erutvu+lgvynhd+ebs+frvtrgnegF/fjra\\_rqp/ar/teb.rqp.jjj//:cgg&s=unknown&p=7&as=www.icde.org](http://search.lycos.com/b.php?u=fcv.74XiWj_P7o.qyebj+ravyab+qan+arcb+rebz+lytavfnrepav+an+av+abvgnphqr+erutvu+lgvynhd+ebs+frvtrgnegF/fjra_rqp/ar/teb.rqp.jjj//:cgg&s=unknown&p=7&as=www.icde.org) - 65%  
Result found by: Lycos

i. Additional Higher Education Resources - NC State: WWW4 Server  
Additional Higher Education Resources. Answers from Teaching/Learning Experts. Contains videoclips of four teaching experts  
<http://search.lycos.com/b.php?u=yzgu.frgvfybbp/pvyohc/erqyrs/s/ferfh/ferxpby/lgvah/hqr.hfpa.4jjj//:cgg&s=unknown&p=9&as=www4.ncsu.edu> - 59%  
Result found by: Lycos

j. Higher Education Software Solutions | Adobe  
Overview K-12 Higher ed Students Education resources ... Adobe Education Leaders in higher ed are dedicated to improving the teaching and learning experience ...  
<http://search.lycos.com/b.php?u=yzgu.qr-erutvu/abvgnphqr/zbp.robqn.jjj//:cgg&s=unknown&p=15&as=www.adobe.com> - 39%  
Result found by: Lycos

k. Online Teaching And Learning in Higher Education: A Case Study.  
Online Teaching And Learning in Higher Education  
[http://search.lycos.com/b.php?u=zgu.abvgnphqr\\_erutvu\\_av\\_tavaenry\\_qan\\_tavupnrg\\_ravyab/fabvgnpvyohc\\_erugb/frpehbfre\\_fabvgnpvyohc/abvgnphqr\\_erutvu/feb.gprf/hn.ibt.gfrq.jjj//:cgg&s=unknown&p=17&as=www.dest.gov.au](http://search.lycos.com/b.php?u=zgu.abvgnphqr_erutvu_av_tavaenry_qan_tavupnrg_ravyab/fabvgnpvyohc_erugb/frpehbfre_fabvgnpvyohc/abvgnphqr_erutvu/feb.gprf/hn.ibt.gfrq.jjj//:cgg&s=unknown&p=17&as=www.dest.gov.au) - 33%  
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l. Higher Education Resources on the Web - League for Innovation ...  
TeleCampus is a virtual forum for online teaching ...  
[http://search.lycos.com/b.php?u=zgu.frpehbfre\\_qrvu/frpehbfre/pygrhtrny/teb.rhtrny.jjj//:cgg&s=unknown&p=5&as=www.league.org](http://search.lycos.com/b.php?u=zgu.frpehbfre_qrvu/frpehbfre/pygrhtrny/teb.rhtrny.jjj//:cgg&s=unknown&p=5&as=www.league.org) - 72%  
Result found by: Lycos

m. MERLOT - Multimedia Educational Resource for Learning and Online Teaching...  
Free and open online community of resources designed primarily for faculty, staff and students of higher education from around the world to share their learning ...  
<http://search.lycos.com/b.php?u=zgu.krqav/gbyerz/teb.gbyerz.jjj//:cgg&s=unknown&p=1&as=www.merlot.org> - 85%  
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n. Higher Education Teaching Tools - American Alliance for Health, Physical Education, Recreation, and Dance ...  
<http://www.aahperd.org/naspe/publications/teachingTools/highered.cfm> - 33%.  
Result found by: Bing

- o. ERIC - World's Largest Digital Library of Education Literature  
ERIC homepage, the Education Resources Information Center, is the world's ...  
Regional Educational Laboratory Report on Data-Driven Decisionmaking  
<http://www.eric.ed.gov> - 72%  
Result found by: Ask.com
- p. Resources Centre - learning and teaching resources from the Higher Education Academy...  
Here you will find learning and teaching resources relevant ... is to make a wide  
range of high quality higher education resources freely available, easily  
discovered online ...  
<http://www.heacademy.ac.uk/resources> - 72%  
Result found by: Yahoo!
- q. "Higher Education Resource Hub" A College Education Resource Guide ...  
Online resource directory for higher education worldwide.  
<http://www.higher-ed.org/> - 63%  
Result found by: FAST Search (alltheweb.com), AltaVista, Bing
- r. Illinois Online Network: Educational Resources : Online Teaching ...  
Online Courses · Institutes and Presentations · Educational Resources ...  
directed towards the use of these activities in senior high school and higher  
education  
<http://www.ion.uillinois.edu/resources/otai/> - 33%  
Result found by: Ask.com
- s. Higher Education Resources on the Web  
Higher Education Resources on the Web. The links listed on this page ...  
TeleCampus is a virtual forum for online teaching ...  
[http://www.league.org/leaguetc/resources/hied\\_resources.htm](http://www.league.org/leaguetc/resources/hied_resources.htm) - 92%  
Result found by: FAST Search (alltheweb.com), AltaVista, Ask.com, Yahoo!,  
Bing
- t. Online Education Resources | Higher Education Teaching Books ...  
McGraw-Hill Education is a leading books provider of higher education teaching  
books and online education resources and e-books for all subject areas.  
<http://www.mcgraw-hill.co.uk/he/index.html> - 48%  
Result found by: Ask.com, Yahoo!
- u. Teaching Methods/Subject Area Resources Links  
Return to the Home Page of McGraw-Hill Higher Education ... Educational WWW  
Resources for K-12 Students and Teachers (by Subject) · Eisenhower National  
... Ruralnet Online Course Unit 3: Infusion of Internet/WWW into Lesson Plans ...  
<http://www.mhhe.com/socscience/education/methods/resources.html> - 26%  
Result found by: Ask.com
- v. Teacher Resources - Oklahoma Higher Education  
MERLOT (Multimedia Educational Resource for Learning and Online Teaching) (  
external link) A free and open resource for faculty and students of higher ...  
<http://www.okhighered.org/teachers/resources.shtml> - 52%  
Result found by: Ask.com
- w. Pearson | Educators  
Higher Education; Educators. Find a Representative; Catalog & Instructor

## Resources

<http://www.pearsonhighered.com/educator/index.page> - 26%

Result found by: Bing

- x. [Teaching online, learning, distance education, Faculty club on ...](#)  
Teaching online, learning, distance education, Faculty club ... for online faculty in higher education. The Learning Resources Network (LERN) is a nonprofit education ...  
<http://www.teachingonthenet.org/> - 52%  
Result found by: Yahoo!
- y. [The TLT Group](#)  
  
<http://www.tltgroup.org> - 39%  
Result found by: Ask.com
- z. [Additional Higher Education Resources](#)  
Deliberations on Teaching and Learning in Higher Education is a British site ... MERLOT (Multimedia Educational Resource for Learning and Online Teaching).  
<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/coolsites.html> - 85%  
Result found by: FAST Search (alltheweb.com), AltaVista, Ask.com, Yahoo!, Bing

## Appendix B

Number of Courses Offered Online and Hybrid By College/Department/Program/Subject Area

College	Department/Program/Subject Area	Number of Courses Offered Online and Hybrid
ARCH	Architecture	1-online
BUS	Entrepreneurship	2-online
	Finance	1-online, 1-hybrid
	General Business	2-hybrid
	International Business	1-online, 3-hybrid
	Management	1-online, 1-hybrid
	Marketing	2-online
	Management Information Systems	1-hybrid
CLASS	American Cultures	1-online
	Anthropology	2-online, 2-hybrid
	Chinese	1-hybrid
	Classics	2-online
	Communications	8-online, 8-hybrid
	Economics	1-hybrid
	English	7-online, 2-hybrid
	German	1-online
	Greek	1-online
	History	11-online, 1-hybrid
	Latin American Studies	1-online
	Philosophy	1-hybrid
	Political Science	4-online, 4-hybrid
	Psychology	13-online, 1-hybrid
	Religion	2-online, 2-hybrid
	Sociology	4-hybrid
	Theatre	1-hybrid
EDUC	Curriculum and Instruction	6-online, 1-hybrid
	Cultural and Urban Studies	1-online
	Education	1-online
	Educational Psychology	2-online
	Health	8-online, 1-hybrid
	Kinesiology	13-online
	Nutrition	5-online
	Physical Education	1-online, 1-hybrid
ENG	Engineering	1-online
	Mechanical Engineering	1-online
HRM	Hotel and Restaurant Management	1-online, 1-hybrid
NSM	Geology	2-online
	Mathematics	9-online
TECH	Biotechnology	1-hybrid
	Construction	2-online
	Digital Media	1-online
	Electrical Engineering Technology	1-online
	Human Development and Consumer Studies	11-online, 3-hybrid

· Courses offered in both an online and hybrid format are counted twice.

	Information Systems Technology	1-online, 4-hybrid
	Logistics	3-online, 1-hybrid
	Mechanical Engineering Technology	5-online
	Technology	2-online
	Technology Leadership and Supervision	9-online, 9-hybrid
	Technical Mathematics	1-online, 1-hybrid
	Training and Development	2-online

**Appendix B2 begins on next page**

College	Department/Program/Subject Area	Course No.	Course Title	Type
CLASS	American Cultures	AMER 3300	The Americas	
CLASS	Anthropology	ANTR 2301	Intro to Physical Anthropology	Hybrid
		ANTR 2301	Intro to Physical Anthropology	
		ANTH 3360	Human Variation	
		ANTR 4310	Theories of Culture	Hybrid
ARCH	Architecture	ARCH 3331	Computer-Aided Design in Architecture	
TECH	Biotechnology	BTEC 2321	Good Manufacturing Practices in Biotechnology	Hybrid
		BTEC 4301	Principles of Bioprocessing	Hybrid
CLASS	Chinese	CHNS 3354	Chinese Culture and Language	
CLASS	Classics	CLAS 3307	Greek and Roman Myths of Heroes	
		CLAS 3308	Myths and the Cult of Ancient Gods	
TECH	Construction	CNST 3105	Construction Experience	
		CNST 3351	Construction Estimating II	
CLASS	Communications	COMM 1301	Media and Society	
		COMM 1302	Introduction to Communication Theory	
		COMM 1332	Fundamentals of Public Speaking	
		COMM 1332	Fundamentals of Public Speaking	Hybrid
		COMM 1333	Interpersonal Communications	Hybrid
		COMM 2300	Communication Research Methods	
		COMM 2300	Communication Research Methods	Hybrid
		COMM 2320	Fundamentals of Media Production	
		COMM 3311	Editing Print and Digital Media	
		COMM 3332	Effective Meeting Management	Hybrid
		COMM 3353	Information and Communication Technologies I	Hybrid
		COMM 3353	Information and Communication Technologies I	Hybrid
		COMM 3356	Business and Professional Communications	
		COMM 3356	Business and Professional Communications	Hybrid
		COMM 3361	Advertising Copywriting	Hybrid
		COMM 4378	Impact of Information Technology	
EDUC	Curriculum and Instruction	CUIN 3112	Educational Technology for Children II	
		CUIN 3317	Kindergarten & Elementary School Curriculum & Instruction	Hybrid
		CUIN 3122	Educational Technology Adolescent II	
		CUIN 3202	Content-Focused Teaching	
		CUIN 4303	Sec Language Acq	
		CUIN 4361	Second Language Acquisition	
		CUIN 4363	Gifted and Talented Instruction	
EDUC	Cultural and Urban Studies	CUST 3320	Multicultural Environments	
TECH	Digital Media	DIGM 2351	Web Design	
		DIGM 2352	Digital Photography	
		DIGM 3353	Visual Communications Technology	



CLASS	Economics		DIGM 4376	Multimedia Authoring	Hybrid
EDUC	Education		ECON 2301	Global Economics Concepts	
TECH	Electrical Engineering Technology		EDUC 3301	Introduction to Teaching	
ENGI	Engineering		ELET 2300	Introduction to C++ Programming	Hybrid
CLASS	English		ENGI 2304	Technical Communications	
			ENGL 1304	English Composition I	Hybrid
			ENGL 1304	English Composition II	Hybrid
			ENGL 3304	Chaucer	
			ENGL 3306	Shakespeare - Major Works	
			ENGL 3312	Literature - Restoration & 18th Century	
			ENGL 3324	Development of the Novel	
			ENGL 3327	British Literature I	
			ENGL 3328	British Literature II	
			ENGL 4322	Grammar and Usage	
			ENGL 4394	Selected Topics in the Historical Novel	
BUS	Entrepreneurship		ENTR 3310	Entrepreneurship	
			ENTR 3312	Intrapreneurship	
EDUC	Educational Psychology		EPSY 3300	Educational Psychology	
			EPSY 3360	Education of Children with Disabilities	
BUS	Finance		FINA 4323	Investments and Mutual Fund Management	
			FINA 4397	Energy Analysis	Hybrid
BUS	General Business		GENB 2301	Connecting Bauer to Business	Hybrid
			GENB 4350	Business Law and Ethics	Hybrid
NSM	Geology		GEOL 1330	Physical Geology	
			GEOL 1340	Earth Systems	
			GEOG 2340	World Realms	Hybrid
CLASS	German		GERM 3381	German Cinema	
CLASS	Greek		GRKK 1331	Introduction to Classical and Biblical Greek	
TECH	Human Development and Consumer Studies		HDCS 1300	Human Ecosystems and Technological Change	
			HDCS 1300	Human Ecosystems and Technological Change	Hybrid
			HDCS 3300	Organizational Decisions	
			HDCS 3301	Consumer Science	
			HDCS 3301	Consumer Science	Hybrid
			HDCS 3303	Merchandising and Consumer Science	
			HDCS 3304	Visual Merchandising	
			HDCS 4300	Research Concepts in HDCS	
			HDCS 4302	Apparel Analysis	
			HDCS 4303	Merchandising Systems	
			HDCS 4303	Merchandising Systems	
			HDCS 4374	Entrepreneurial E-Tailing	Hybrid
			HDCS 4380	Merchandising	
			HDCS 4386	Com Str Merchandising and Industrial Distribution	

CLASS	History	HIST 3322	The Vietnam War	
		HIST 3338	Native American History	
		HIST 3363	Pirates and Smugglers in the Modern World	
		HIST 3375	CIA and the 3rd World	
		HIST 3379	World Civilization to 1500	
		HIST 3380	World Civilizations Since C.E. 1500	
		HIST 3383	World Revolutions	
		HIST 3394	Selected Topics - US History	
		HIST 4330	The Flowering of the Middle Ages	
		HIST 4331	The Normans	
		HIST 4371	Latin America History Through Film	
		HIST 4366	Latin American History Thru the Novel	
EDUC	Health	HLT 1353	Personal Health	Hybrid
		HLT 2320	Foundations of Health	
		HLT 3301	Individual Behavior with Health Consequences	
		HLT 3303	Health of the Elementary School Child	
		HLT 3303	Health of the Elementary School Child	
		HLT 3381	Health Promotion and Disease Prevention	
		HLT 4197	Selected Topics	
		HLT 4302	Health Aspects of Human Sexuality	
		HLT 4398	Special Problems	
HRM	Hotel and Restaurant Management	HRMA 3358	Hospitality Industry Law	
BUS	International Business	HRMA 4388	Managing Diversity in the Hospitality Industry	Hybrid
		INTB 3350	Introduction to International Business	
		INTB 3351	History of Globalization	Hybrid
		INTB 3352	The Politics of Globalization	Hybrid
		INTB 3353	The Economics of Globalization	Hybrid
TECH	Information Systems Technology	ITEC 1301	Introduction to Computer Application Technology	
		ITEC 1301	Introduction to Computer Application Technology	
		ITEC 2332	Information Technology Hardware and Systems Software	Hybrid
		ITEC 3347	Principles of Information Management	Hybrid
		ITEC 3355	Integrated Information Systems	Hybrid
EDUC	Kinesiology	KIN 1252	Foundations of Kinesiology Studies	
		KIN 1304	Public Health Issues in Phys/Obes	
		KIN 2108	Weight Training and Aerobic Fitness	
		KIN 3305	Sociological and Cultural Aspects of Sport	
		KIN 3350	Psychological Aspects of Sports and Exercise	
		KIN 4315	Motor Learning and Control	
		KIN 4350	Sport Marketing	
		KIN 4397	Science of Healthy Lifestyles	
		KIN 4397	Physical Activity of Older Adults	
		KIN 4397	Fitness and Human Sexuality	



	POLS 3319	Politics of Social Policy	Hybrid
	POLS 3341	Political Thought From Mach & Ren	
	POLS 3364	Legislative Processes	Hybrid
	PSYC 1300	Introduction to Psychology	
	PSYC 2301	Introduction to Methods in Psychology	
	PSYC 2344	Cultural Psychology	Hybrid
	PSYC 2344	Cultural Psychology	
	PSYC 2380	Introduction to Social Psychology	
	PSYC 3301	Introduction to Psychological Statistics	
	PSYC 3310	Industrial-Organizational Psychology	
	PSYC 3325	Psychology of Personality	
	PSYC 3331	Psychology of Gender	
	PSYC 3339	Introduction to Clinical Psychology	
	PSYC 3341	Physiological Psychology	
	PSYC 3347	Problems of Normal Life	
	PSYC 3350	Introduction to Cognitive Psychology	
	PSYC 4321	Abnormal Psychology	
CLASS	RELS 3370	The Bible and Modern Science	Religion
	RELS 3375	Christianity and Ethics	
	RELS 3396	Jews and American Film	
	RELS 4396	Sectarian Violence in Islam	
CLASS	SOC 3327	Racial and Ethnic Relations	Sociology
	SOC 3330	Introduction to Social Psychology	
	SOC 3349	Sociology of Culture	
	SOC 3390	Sociology of Gender	
TECH	TECH 3365	Applications of Discrete Methods in Technology	Technology
	TECH 3366	Applied Numerical Methods in Technology	
	TECH 4310	Future of Energy & Environment	
TECH	TELS 2360	Business Law	Technology Leadership and Supervision
	TELS 3340	Organizational Leadership & Supervision	
	TELS 3340	Organizational Leadership & Supervision	
	TELS 3345	Human Resources in Technology	
	TELS 3355	Project Leadership	
	TELS 3355	Project Leadership	
	TELS 3363	Technical Communications	
	TELS 3363	Technical Communications	
	TELS 3365	Team Leadership	
	TELS 3365	Team Leadership	
	TELS 4341	Production and Service Operation	
	TELS 4341	Production and Service Operation	
	TELS 4342	Quality Improvement Methods	
	TELS 4342	Quality Improvement Methods	

TECH	TECHNICAL MATHEMATICS	TELS 4371	Leading Change in the Workplace	Hybrid
		TELS 4372	Proposal and Project Writing	Hybrid
		TELS 4378	Senior Project	
		TELS 4390	Current Issues Technical Leadership and Supervision	Hybrid
	TECHNICAL MATHEMATICS	TMTH 3360	Applied Technical Statistics	
CLASS	THEATRE	TMTH 3360	Applied Technical Statistics	Hybrid
TECH	TRAINING AND DEVELOPMENT	THEA 1331	Introduction to Theatre	Hybrid
		TRDE 3310	Introduction to Career Development and Planning	
		TRDE 4346	Training & Development Program	

## Appendix D

### ***Recommended Guidelines for the use of E-Packs, E-Cartridges, Publisher Materials in the University of Houston Blackboard Learning System***

The use of publisher material has increased among faculty in just the last few years. Due to the differences in uses among the faculty, it is important to create expectations for not only the students who are using the material, but with faculty who teach with it, and the publishers who are expecting to sell it to the faculty for use.

#### **DEFINITION:**

Publisher materials (from custom designed, to pre-packaged) vary from delivery of what can be described as supplemental material, to complete delivery of course content. These texts provide faculty with tests, activities, and content to choose from as they create online delivery of course content.

#### **APPLICATION:**

On the University of Houston campus the publisher materials are usually delivered through the Blackboard Learning Management System. These recommendations apply specifically to those publisher materials which will be delivered through Blackboard.

#### **USE OF PUBLISHERS MATERIALS:**

##### **Advantages:**

- Publisher e-packs, e-cartridges and publisher materials can provide faculty with a base for organizing and delivery of course material.
- Publisher e-packs, e-cartridges, and publisher materials can be used alone or in a combination of material created by the instructor of record, former instructor, or teaching assistant.
- Test-banks are created by the publishers to be used with specific textbooks.
- Activities are created by the publishers to be used with specific textbooks.

##### **Disadvantages:**

- Bugs can be introduced to the system using the publisher files.
- Not all publishers material is found to match chapters and material found in the textbooks; and often the online material may not match the version of the textbook being used.
- Publishers often do not provide material to be used in a time frame conducive to testing the material for accuracy. Frequent errors found in the text, including typos and incorrect grammar, is confusing to students.
- Faculty often do not test the material for accuracy before being released to students.
- Answers provided in large question banks are not always correct.

## RECOMMENDATIONS:

1. E-packs, course cartridge, publisher text to be added to a course must be done at **least 2 weeks prior to a semester start. No publisher E-pack, course cartridge, publisher test bank, etc. may be added to a course already populated with students.**
2. The instructor must provide UH Bb with the name of the publisher representative responsible for the course material.
3. The instructor will provide the publisher representative with the current version of UH Bb being used and will have an email from the publisher representative that the material being provided is compatible with this current version.
4. The instructor must provide a sign-off that material meets the objectives and is complete before the course will be provided to students. This sign-off is a form provided by the Instructional Designer for the college, or the Central Team when the request to use an E-pack is made. The instructor will be provided information regarding testing of the e-pack and guidance concerning its use (for example no more than 1500 questions can be added to a test database; information must be provided in the syllabus regarding the publisher material, etc).
5. If faculty are using material that is going to an outside server (publisher website for example) the instructor has made provisions to continue with instruction should the site become unavailable to students. These provisions are identified and communicated to the student.
6. Students are provided with information that the content of the course is from a publisher and are provided with exact costs and payments which will be required by the student to access the material before the semester begins.
7. Students are made aware how long they will have access to the material after they have purchased the code, and if they are able to print any of the publisher material.
8. Students are told how to get technical support for the material from the publisher.
9. Students should have access to the Blackboard course tools and content without any additional publisher fees. Publishers cannot block student access of Blackboard tools.

## Statement on Copyright

*The statement that follows was approved in March 1999 by the Association's Special Committee on Distance Education and Intellectual Property Issues. It was adopted by the Association's Council and endorsed by the Eighty-fifth Annual Meeting in June 1999.*

**T**he objective of copyright is, in the words of the U.S. Constitution, to "promote the progress of science and useful arts." To achieve that objective, authors are given exclusive rights under the Copyright Act to reproduce their works, to use them as the basis for derivative works, to disseminate them to the public, and to perform and display them publicly. Institutions of higher learning in particular should interpret and apply the law of copyright so as to encourage the discovery of new knowledge and its dissemination to students, to the profession, and to the public. This mission is reflected in the 1940 *Statement of Principles on Academic Freedom and Tenure*: "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

### Academic Practice

Within that tradition, it has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Examples include class notes and syllabi; books and articles; works of fiction and nonfiction; poems and dramatic works; musical and choreographic works; pictorial, graphic, and sculptural works; and educational software, commonly known as "courseware." This practice has been followed for the most part, regardless of the physical medium in which these "traditional academic works" appear; that is, whether on paper or in audiovisual or electronic form. As will be developed below, this practice should therefore ordinarily apply to the development of courseware for use in programs of distance education.

### Unilateral Institutional Policies

Some colleges and universities have promulgated policies, typically unenforced, that proclaim traditional academic works to be the property of the institution. Faculty handbooks, for example, sometimes declare that faculty members shall be regarded as having assigned their copyrights to the institution. The Copyright Act, however, explicitly requires that a transfer of copyright, or of any exclusive right (such as the exclusive right to publish), must be evidenced in writing and signed by the author-transferor. If the faculty member is indeed the initial owner of copyright, then a unilateral institutional declaration cannot effect a transfer, nor is it likely that a valid transfer can be effected by the issuance of appointment letters to new faculty members requiring, as a condition of employment, that they abide by a faculty handbook that purports to vest in the institution the ownership of all works created by the faculty member for an indefinite future.

Other colleges and universities instead proclaim that traditional academic works are "works made for hire," with the consequence that the institution is regarded as the initial owner of copyright. This institutional claim is often stated to rest upon the use by the faculty member, in creating such works, of college or university resources, such as office space, supplies, library facilities, ordinary access to computers and networks, and money.

The pertinent definition of "work made for hire" is a work prepared by an "employee within the scope of his or her employment." In the typical work-for-hire situation, the content and purpose of the employee-prepared works are under the control and direction of the employer; the employee is accountable to the employer for the content and design of the work. In the case of traditional academic works, however, the faculty member rather than the institution determines the subject matter, the intellectual approach and direction, and the conclusions. This is the very essence of academic freedom. Were the institution to own the copyright in such



works, under a work-made-for-hire theory, it would have the power, for example, to decide where the work is to be published, to edit and otherwise revise it, to prepare derivative works based on it (such as translations, abridgments, and literary, musical, or artistic variations), and indeed to censor and forbid dissemination of the work altogether. Such powers, so deeply inconsistent with fundamental principles of academic freedom, cannot rest with the institution.

### College or University Copyright Ownership

Situations do arise, however, in which the college or university may fairly claim ownership of, or an interest in, copyright in works created by faculty (or staff) members. Three general kinds of projects fall into this category: special works created in circumstances that may properly be regarded as "made for hire," negotiated contractual transfers, and "joint works" as described in the Copyright Act.

1. *Works Made for Hire.* Although traditional academic work that is copyrightable—such as lecture notes, courseware, books, and articles—cannot normally be treated as works made for hire, some works created by college or university faculty and staff members do properly fall within that category, allowing the institution to claim copyright ownership. Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest with the college or university in those cases in which it provides the specific authorization or supervision for the preparation of the work. Examples are reports developed by a dean or by the chair or members of a faculty committee, or college promotional brochures prepared by a director of admissions. Some institutions appear to treat course examinations as falling within this category, but the stronger case can be made for treating examinations as part of the faculty member's customary instructional materials, with copyright thus owned by the individual.

The Copyright Act also defines as a "work made for hire" certain works that are commissioned from an individual who is not an employee but an "independent contractor." The institution will own the copyright in such a commissioned work when the author is not a college or university employee, or when the author is such an employee but the work to be created falls outside the normal scope of that person's employment duties (such as a professor of art history commissioned by the institution under special contract to write a catalog for a campus art gallery). In such situations, for the work-made-for-hire doctrine to apply there must be a written agreement so stating and signed by both parties; the work must also fall within a limited number of statutory categories, which include instructional texts, examinations, and contributions to a collective work.

2. *Contractual Transfers.* In situations in which the copyright ownership is held by the faculty (or staff) member, it is possible for the individual to transfer the entire copyright, or a more limited license, to the institution or to a third party. As already noted, under the Copyright Act, a transfer of all of the copyright or of an exclusive right must be reflected in a signed document in order to be valid. When, for example, a work is prepared pursuant to a program of "sponsored research" accompanied by a grant from a third party, a contract signed by the faculty member providing that copyright will be owned by the institution will be enforceable. Similarly, the college or university may reasonably request that the faculty member—when entering into an agreement granting the copyright or publishing rights to a third party—make efforts to reserve to the institution the right to use the work in its internally administered programs of teaching, research, and public service on a perpetual, royalty-free, nonexclusive basis.
3. *Joint Works.* Under certain circumstances, two or more persons may share copyright ownership of a work, notably when it is a "joint work." The most familiar example of a joint work is a book or article written, fully collaboratively, by two academic colleagues. Each is said to be a "co-owner" of the copyright, with each having all the usual rights of the copyright owner (i.e., to license others to publish, to distribute to the public, to translate, and the like), provided that any income from such uses is shared with the other. In rare

situations, an example of which is discussed immediately below, it may be proper to treat a work as a product of the joint authorship of the faculty member and his or her institution, so that both have a shared interest in the copyright.

#### **New Instructional Technologies**

The development of new instructional technologies has led to some uncertainties with regard to the respective rights of the institution and its faculty members. For example, courseware prepared for programs of distance education will typically incorporate instructional content authored and presented by faculty members, but the college or university may contribute specialized services and facilities to the production of the courseware that go beyond what is traditionally provided to faculty members generally in the preparation of their course materials. On the one hand, the institution may simply supply "delivery mechanisms," such as videotaping, editing, and marketing services; in such a situation, it is very unlikely that the institution will be regarded as having contributed the kind of "authorship" that is necessary for a "joint work" that automatically entitles it to a share in the copyright ownership. On the other hand, the institution may, through its administrators and staff, effectively determine or contribute to such detailed matters as substantive coverage, creative graphic elements, and the like; in such a situation, the institution has a stronger claim to co-ownership rights.

#### **Ownership, Control, Use, and Compensation: Informed Allocation of Rights**

Given the varying roles possibly played by the institution and the faculty member, and the nascent state of distance-education programs and technologies, it is not likely that a single principle of law can clearly allocate copyright-ownership interests in all cases. In some instances, the legal rules may warrant the conclusion that the college or university is a "joint author"; in other instances, that the institution should be compensated with royalties commensurate with its investment; and in yet others, that it has some sort of implied royalty-free "license to use" the copyrighted work. It is therefore useful for the respective rights of individual faculty members and the institution—concerning ownership, control, use, and compensation—to be negotiated in advance and reduced to a written agreement. Although the need for contractual arrangements has become more pressing with the advent of new instructional technologies, such arrangements should be considered even with respect to more traditional forms of authorship when the institution seeks to depart from the norm of faculty copyright ownership. An alternative format—perhaps somewhat less desirable, because less likely to be fully known to and appreciated by individual faculty members—would be detailed and explicit institutional regulations dealing with a variety of pertinent issues, subject to the strictures noted above concerning copyright transfers. Such regulations should, of course, give great weight to the views of the faculty, and may be reflected either in widely available institutional policy documents or in collective-bargaining agreements.

Whoever owns the copyright, the institution may reasonably require reimbursement for any unusual financial or technical support. That reimbursement might take the form of future royalties or a nonexclusive, royalty-free license to use the work for internal educational and administrative purposes. Conversely, when the institution holds all or part of the copyright, the faculty member should, at a minimum, retain the right to take credit for creative contributions, to reproduce the work for his or her instructional purposes, and to incorporate the work in future scholarly works authored by that faculty member. In the context of distance-education courseware, the faculty member should also be given rights in connection with its future uses, not only through compensation but also through the right of "first refusal" in making new versions, or at least the right to be consulted in good faith on reuse and revisions.

## Statement on Distance Education

*The statement that follows was approved in March 1999 by the Association's Special Committee on Distance Education and Intellectual Property Issues. It was adopted by the Association's Council and endorsed by the Eighty-fifth Annual Meeting in June 1999.*

### Preamble

In distance education (or distance learning) the teacher and the student are separated geographically so that face-to-face communication is absent; communication is accomplished instead by one or more technological media, most often electronic (interactive television, satellite television, computers, and the like).<sup>1</sup> The geographic separation between teacher and student may be considerable (for example, in a course offered over the World Wide Web), or the distance may be slight (for example, from the teacher's computer to the student's in a nearby campus building). Hence distance education may apply to both on- and off-campus courses and programs. For the most part, this statement's focus is on programs and courses offered for credit. It does not, however, exclude noncredit courses, programs of general cultural enrichment, or other programs that support the educational objectives of the institution.

Distance education in its contemporary forms invariably presents administrative, technical, and legal problems usually not encountered in traditional classroom settings. For example, questions arise regarding copyright for materials adapted from traditional classroom settings or created expressly for distance education. In addition, systems of interactive television, satellite television, or computer-based courses and programs are technologically more complex and expensive than traditional classroom instruction, and require a greater investment of institutional resources and more elaborate organizational patterns. These issues not only make more difficult the question who is entitled to claim ownership of materials designed for distance education; they also raise questions about the appropriate distribution of authority and responsibility between the general administration of the college or university, on the one hand, and the separate academic departments or units within a given institution, on the other. The technical and administrative support units responsible for maintaining and operating the means of delivering distance-education courses and programs are usually separate from particular academic departments or units that offer those courses and programs.

More important, the development of distance-education technologies has created conditions seldom, if ever, seen in academic life—conditions that raise basic questions about standards for teaching and scholarship. For example, in distance education the teacher does not have the usual face-to-face contact with the student that exists in traditional classroom settings. Thus, special means must be devised for assigning, guiding, and evaluating the student's work. In order to communicate with the student, the teacher frequently utilizes sophisticated and expensive technological devices that are not under the teacher's exclusive control and that often require special technical knowledge that the teacher may not fully possess. The teacher's syllabus, lectures, examinations, and other course materials may be copied or recorded and reused without the teacher's presence. The teacher's academic and legal rights may not be fully or accurately understood or may be in dispute in this new environment. Also in potential dispute are issues regarding the faculty's overall authority in determining appropriate policies and procedures for the use of these new technologies. Finally, the nature of teacher-student interaction and the preparation and teaching of distance-education classes often require significantly more time than that needed for courses offered in traditional classroom settings; consequently, the teacher should receive commensurate compensation.

It is imperative, therefore, that colleges and universities now using or planning to use the new technologies of distance education consider the educational functions these new media are intended to perform and the specific problems they raise. Traditional academic principles and

procedures will usually apply to these new media, either directly or by extension, but they will not be applicable in all circumstances. When they are not, new principles and procedures will need to be developed so that the new media will effectively serve the institution's basic educational objectives. The principal purpose of this statement is to offer guidelines to that end.

### Principles

1. *General.* The use of new technologies in teaching and scholarship should be for the purpose of advancing the basic functions of colleges and universities to preserve, augment, and transmit knowledge and to foster the abilities of students to learn. The development of appropriate institutional policies concerning these new technologies as instruments of teaching and scholarship is therefore the responsibility of the academic community.
2. *Areas of Responsibility.* The governing board, administration, faculty, and students all have a continuing concern in determining the desirability and feasibility of utilizing new media as instruments of education. Institutional policies on distance education should define the responsibilities for each group in terms of the group's particular competence. Indeed, a principal role of these groups in devising policies is to find those uses that enhance the institution's performance of its basic functions. These uses will vary depending on (a) the size and complexity of the institution, (b) its academic mission, (c) the potential of the new technological media for scholarship and the delivery of instruction, and (d) the variety and possible combinations of technologies to be employed for education and research.

As with all other curricular matters, the faculty should have primary responsibility for determining the policies and practices of the institution in regard to distance education. The rules governing distance education and its technologies should be approved by vote of the faculty concerned or of a representative faculty body, officially adopted by the appropriate authorities, and published and distributed to all concerned.

The applicable academic unit—usually a department or program—should determine the extent to which the new technologies of distance education will be utilized, and the form and manner of their use. These determinations should conform with established institutional policies.

Before they are offered, all programs and courses for academic credit that utilize distance-education technologies should be considered and approved by the faculties of the department, division, school, college, or university, or by representatives of those bodies that govern curricular matters generally. The procedures for approval should apply to all such courses and programs, including those recorded in some way and thus not requiring the teacher's active presence on a regular basis. The faculty should determine the amount of credit toward a degree that a student may earn in courses utilizing the technologies of distance education.

The faculty of the college or university should establish general rules and procedures for the granting of teaching-load credit in the preparation and the delivery of programs and courses utilizing distance-education technologies, for required outside-of-class student contact (office hours), and for the allocation of necessary supporting resources. Within the general provisions of these governing regulations, specific arrangements should be made within the applicable academic unit (usually the department) for courses offered by its members.

Adequate preparation for a distance-education course, whether one that requires the regular, active presence of the instructor, or one that has been recorded, requires considerable time and effort for the creation or adaptation of materials for the new media, and for the planning of assignments, evaluations, and other course materials and their distribution. The instructor will therefore need to have adequate time to prepare such materials and to become sufficiently familiar with the technologies of instruction prior to delivery of the course. Such preparation—depending on the teacher's training or experience, the extent of the use of these technologies in the course, their complexity and the complexity of the materials to be created or adapted—will usually require significant release time from teaching during an academic term prior to the offering of the new course.

To enable them to carry out their instructional responsibilities, teachers assigned to these courses should be given support in the form of academic, clerical, and technical assistance, as well as means of communicating and conferring with students. Sufficient library resources must also be provided to the students to enable them to benefit from the teaching. Since instruction by distance-education technologies does not allow for the same degree of interaction between students and teacher that is possible in a traditional classroom setting, provision should be made for the students to confer personally with the teacher at designated times.

If the institution prepares courses or programs for use by entities outside the institution, whether for academic credit or not, whether recorded or requiring the regular, active presence of the teacher, the faculty should ensure that the same standards obtain as in courses and programs prepared for use in their own institution.

3. *Teaching Appointments.* The precise terms and conditions of every appointment should be stated in writing and be in the possession of the faculty member and the institution before the faculty member is assigned to utilize distance-education technologies in the delivery of instructional material in a course for academic credit. No member of the faculty should be required to participate in distance-education courses or programs without adequate preparation and training, and without prior approval of such courses and programs by the appropriate faculty bodies.
4. *Academic Freedom.* A faculty member engaged in distance education is entitled to academic freedom as a teacher, researcher, and citizen in full accordance with the provisions of the 1940 *Statement of Principles on Academic Freedom and Tenure*, jointly developed by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors and endorsed by more than 200 educational and professional organizations.
5. *Selection of Materials.* Teachers should have the same responsibility for selecting and presenting materials in courses offered through distance-education technologies as they have in those offered in traditional classroom settings. For team-taught or interdisciplinary courses and programs, the faculty involved should share this responsibility.
6. *Technical Considerations.* The institution is responsible for the technological delivery of the course. Faculty members who teach through distance-education technologies are responsible for making certain that they have sufficient technical skills to present their subject matter and related material effectively, and, when necessary, should have access to and consult with technical support personnel. The teacher, nevertheless, has the final responsibility for the content and presentation of the course.
7. *Proprietary Rights and Educational Policies.* The institution should establish policies and procedures to protect its educational objectives and the interests of both those who create new material and those who adapt material from traditional courses for use in distance education. The administration should publish these policies and procedures and distribute them, along with requisite information about copyright law, to all concerned persons. The policies should include provisions for compensating those who create new course materials or who adapt course materials originally prepared for traditional classroom usage, including any use or reuse of recorded material.

Provision should also be made for the original teacher-creator, the teacher-adapter, or an appropriate faculty body to exercise control over the future use and distribution of recorded instructional material and to determine whether the material should be revised or withdrawn from use.

A teacher's course presentation should not be recorded without the teacher's prior knowledge and consent. Recordings of course material are academic documents, and thus, as with other works of scholarship, should have their author or creator cited accordingly.

#### Note

1. For a more comprehensive definition and explanation, see the report, "Distance Learning," *Academic Bulletin of the AAUP* 84 (May-June 1998): 30-38.