1. Overview/Purpose

The purpose of the distance education policy at Delta State University is to assure a quality distance education program. Distance education at DSU is a way of building, maintaining, and extending quality programs that complement the traditional work of the University. Distance education consists of all arrangements for providing instruction through technology-based instruction to persons engaged in planned learning in a place or at a time different from that of the instructor or instructors (IHL Policy 503.0101). This policy does not apply to regularly scheduled campus instruction augmented by electronic media or other media. At DSU, distance education refers to courses delivered on-line and courses delivered entirely in the interactive video classroom.

While keeping within the established mission of the university, the distance education program will provide the following:

- Greater access for students to the academic credit and non-credit offerings of the university.
- Ensure quality teaching by utilizing, where possible, full-time faculty members to teach classes offered through distance education.
- Developing cooperative efforts with other IHL institutions, K-12 educational agencies, and community entities to provide opportunities for teaching, research, and public service efforts.

All distance education credit courses are taught by regular faculty, with all the same standards, prerequisites, and requirements as on-campus sections of identical courses. All courses run according to the regular academic calendar. Not all courses are available through distance education.

Academic departments approve distance education courses or programs offered, assign teaching faculty, determine quotas, and accrue student credit hours for courses taught. Academic Council reviews degree programs offered via distance education. The Technology Learning Center schedules courses in conjunction with academic departments, provides on-site support staff, provides computer labs, and assists academic departments with evaluations.
2. Definition of Distance Education Terms

Asynchronous
In distance education, asynchronous refers to activities the learner may do independently with respect to the instructor and other class participants. Asynchronous activities allow for a non-sequential order for the learner to accomplish the goals or assignments of the course. Posting to an electronic bulletin board would be an example of an asynchronous activity.

Chat
Chat is a synchronous, text-based method of communication in an on-line environment. For distance education purposes, chat can be used to enhance student interaction to help complete the goals and objectives of an on-line course. Students log into a prepared chat room at the agreed time to discuss a given topic relevant to the course. Sometimes a moderator oversees the discussion by asking probing questions and ensuring that all logged in students participate in the chat. Chat has often been cited as a good way to break down the isolation that occurs in distance education. Students also have the time to think out and word their response, which they may not be able to do in a traditional face-to-face setting.

Computer conferencing
Computer conferencing is any synchronously collaborative meeting from remote sites that occur with the use of computers or the use of applications such as chat, whiteboard, or NetMeeting.

Distance Education
Distance education consists of all arrangements for providing instruction through technology-based instruction to persons engaged in planned learning in a place or at a time different from that of the instructor or instructors. (IHL Policy 503.0101)

Instruction
Instruction means any course which results in credit. (IHL Policy 503.0101)

Instructional design
Instructional design is the process of creating instruction for the purpose of learning. Well-designed instruction in education is important, but in distance education it becomes significantly more so because of the asynchronous nature of distance education. In the beginning, the instructional objectives need to be determined along with an analysis of the learning environment and the learner types going through the instruction. Performance goals are then written along with criterion-referenced tests, instructional strategies, and materials needed to reach these goals. Formative testing is used throughout the process and the instruction is revised as necessary until the summative assessment is given. Information from the summative evaluation would then be used to revise the course in the future.
Interactions
Interactions in a distance education environment generally fall into three categories: student-to-content interaction, student-to-teacher interaction, and student-to-student interaction. Student-to-content interaction is best achieved when the learner has control over the direction of learning, making the content personally relevant and meaningful. With careful planning and the use of technology, student-to-teacher and student-to-student types of interactions can be made in a virtual setting. Instructors can set up regular office hours to discuss content or assignments via e-mail or telephone. Electronic bulletin boards and listservs have been found to be helpful in keeping students in contact with each other to discuss various aspects of the class in an asynchronous manner. Chat and conferencing programs allow for immediate interaction between students and teachers.

Message boards
A message board is an asynchronous, text-based method of communication. Typically in distance education, the instructor would post a question or topic that all students in the course would respond to within a given amount of time. Students may also use the message board to post their own questions, comments, and concerns that are relevant to the class. Other applications such as listservs, newsgroups, and electronic bulletin boards fall into this category.

On-Line Instruction
On-line instruction is defined as the delivery of education or training through a computer system to a student who is separated from the instructor. Students can take courses via the Internet, contact their tutors and peers, take tests, and put their own work up for discussion. Study is organized around fixed units of time.

Originating Institution
Originating institution is the institution whose faculty member is teaching the course electronically delivered to the receiving institution or its off-campus site. (IHL Policy 503.0101)

Receiving Institution
Receiving institution is the institution that requests to receive a course electronically delivered from another institution. (IHL Policy 503.0101)

Streaming media
Streaming media is the playing of audio and/or video over the Internet that the user may begin viewing as it is being downloaded. A key aspect to streaming media is that the user does not have a copy of the audio or video on their computer after the completion of the download. Instructors must be aware of their students’ computer capabilities to ensure that streaming media can be used effectively in the on-line course.
Synchronous
In terms of distance education, synchronous refers to activities that the learner needs to do either in a sequential order or in real time with other class participants. For example, students participating in a chat session are communicating in a synchronous manner.

Technology-based Instruction
Technology-based instruction includes, but is not necessarily limited to, television (cable, ITFS, interactive video, satellite, broadcast), audio and computer conferencing, videotapes, CD-ROM and interactive CD-ROM, radio broadcasting, telephone instruction and combinations thereof. (IHL Policy 503.0101)

Web-based course (Web-enhanced)
A web-based course is one that is solely delivered through the Internet and has significant changes from a traditional face-to-face class. Good web-based courses typically have an organized calendar of the course along with relevant lecture notes for each individual lesson. On-line resources are given to aid students in accomplishing the goals and objectives of the course. Assignments are usually submitted as a posting to a message board, an electronic drop box, or e-mail attachment to the instructor. Interaction between students and instructor can happen through e-mail, message boards, chats, or Internet conferencing programs. The web site itself should be designed with ease of navigation as a priority, and multimedia elements should be used to enhance content rather than being distracting.

WebCT
WebCT is the course management system adopted by Delta State University to help instructors bridge the gap from a traditional face-to-face class to an on-line environment. WebCT allows the instructors to publish a syllabus, calendar, and other class materials on the Internet and incorporate communication tools such as chat or e-mail. Assessment can be done with on-line tests or quizzes. Students can exercise control over their learning by making personal bookmarks to map out key pages and record their own personal progress through applications that keep track of grades, participation, and instructor feedback. Instructors usually create coursework with the assistance of a WebCT expert, so an in-depth technical background is not a requirement to be able to produce on-line courses.

Web-supported course
A web-supported course is a traditional face-to-face class that uses the Internet to provide greater access of course materials to students outside of class time. These materials may be supplemental in nature or provide content in an alternative form that may be viewed at the student’s convenience. Students are also encouraged to interact with other students outside of class through e-mail, electronic bulletin boards, or chat.

Whiteboard
A whiteboard is an application that allows users to synchronously collaborate on a project from different locations. Drawings and visual information can be shared to allow for greater interaction between learners in an on-line environment.
3. Principles:

The following expectations and requirements apply to distance education courses.

- All programs and courses will be consistent with the educational mission of the University.
- All current policies that apply to on-campus or “traditional” education will apply in the domain of distance education unless otherwise specified.
- Decisions to offer courses through distance education will reflect student needs and availability of resources.
- Credit hours granted for courses delivered through distance education will be the equivalent to the credit hours for the same course delivered traditionally.
- The mode of delivery cannot be changed from a traditional (classroom) course to an on-line course once the course has been advertised as such in the Fall, Spring, or Summer schedule.
- The academic department providing distance education will be responsible for maintaining the same high standards for all courses regardless of delivery method, and for ensuring that distance education instruction is comparable in quality and content to the corresponding traditional on-campus instruction. Academic units offering distance education courses will regularly assess the methods by which they are delivered and their content.
- The academic department offering distance education will review and approve the curriculum and will develop and implement fair policies regarding faculty workload and staff support.
- Appropriate recognition of teaching and scholarly or creative activities related to distance education programs or courses should be included in the faculty evaluation process.
- The University will offer appropriate training and support services to faculty who teach distance education courses and programs.
- Faculty who teach through distance education technologies are responsible for acquiring sufficient technical skills to present their subject matter and related material effectively, and as necessary, for consulting with technical support personnel and attending training sessions provided by the Technology Learning Center and Information Technology Services.
- Faculty and Technology Learning Center staff are cooperatively responsible for informing students about technical skill prerequisites and required hardware, software, and supplementary materials necessary for participation in all distance education courses.
- Faculty who offer distance education should be available to interact individually with their students in person or via e-mail, telephone, or chatroom.
- Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. Students should have access to this information before enrolling in a course or program.
- Admissions criteria will be comparable for on-campus and distance education students.
- Students will have adequate access to library and student services.
• Student participation in distance education is likely to be recorded in various ways and media, and student participants may be required to post materials electronically. Students should be informed in the syllabus (a) that their participation will be recorded, and (b) of the circumstances under which others may have access to those recordings and their postings. Students will be asked to sign waivers of right to privacy for this purpose. Additionally, recordings and postings should be destroyed when they are no longer needed.
• DSU is responsible for the technological delivery of courses. Courses must be delivered by reliable methods, and the institution must provide technical, academic, and instructional design support services to faculty and students as appropriate.
• Distance education is an optional mode of instruction. Nothing in this policy implies that distance education is a preferred or required mode of instruction.

4. Distance Education Procedures

1. **Distance Education Committee** – The DSU Distance Education Committee develops and recommends distance education policies and procedures to the Chief Information and Planning Officer who in turn, submits the recommended policies and procedures to Academic Council and then to Cabinet for approval. The Vice President for Academic Affairs appoints representatives from all major colleges/schools and other academic and administrative units as needed to provide a cohesive and involved advisory body. The Director of the Technology Learning Center serves as permanent Chair of the Distance Education Committee for coordination and staff support.

2. **Distance Education Coordination** – Distance education courses will be recommended and approved through normal university review procedures. The appropriate academic dean/director and the Director of the Technology Learning Center will coordinate programmatic planning with other cooperating institutions for interactive video courses. All use of the interactive video classroom will be coordinated between the department heads, deans, the Academic Affairs Office, and the Technology Learning Center. The Technology Learning Center will be responsible for coordinating implementation, maintenance, and backup of all on-line courses.

3. **Copyright Procedures** – DSU encourages compliance with all applicable copyright laws concerning the reproduction of printed materials and the use of transmission of film, videotapes, recordings, performances or other protected works.

4. **Enrollment** – The enrollment process for students in distance education courses is equivalent to the procedures used for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc. are applicable to distance education courses.

5. **Class cancellations** – Classes will be cancelled only in emergency situations and with as much advance notice as possible. Distance education classes are subject to the same regulations as stated for on-campus classes. In the event of closing at the far site connection, the instructor will make a determination to continue home class, taping or canceling and rescheduling of the class.

6. **Faculty Evaluation** – Faculty members teaching distance education courses will be evaluated using current DSU evaluation procedures and instruments.
7. **Evaluation of Delivery System** – Evaluation of the system, apart from the evaluation of faculty’s efforts, must be done with reference to the optimum delivery instruction. The system evaluation must include reliability, functionality, end user satisfaction, and simplicity of use. The system must also be evaluated in terms of versatility of integrating complementary teaching technologies (i.e. movies, slides, and other multimedia). The system must be evaluated by faculty who use the system, technical staff who work with the system, the students who are involved in the classes, and appropriate supervisors.

8. **Course Approval Process** – All courses taught through distance education systems must be approved by the departmental faculty and recommended by the Chair to the Dean of the respective college/school. Recommendations for implementing distance education courses will be coordinated with the Technology Learning Center to determine time, space, and enrollment considerations.

9. **Telecommunications Access** – All students enrolled in one or more hours for distance education credit are eligible and encouraged to request a computer account to gain access to DSU support services.

5. **Planning, Quality, and Program/Courses**

   **Applicability of DSU Policies**
   All DSU policies and procedures, standards, and guidelines for on-campus programs and instruction are applicable to distance education instruction, unless noted otherwise.

   **Academic Standards for Distance Education**
   Distance education courses will meet all academic requirements and quality standards of Delta State University.
   - Each distance education course offered by DSU will be consistent with the level, nature, and mission of DSU.
   - When a course is offered through distance education, it will carry the same code, title, and credit as other sections of that course at DSU.
   - Each distance education course must provide for interaction and timely feedback between students and faculty member(s) teaching the course. As appropriate, these interactions may be individual, group or mixed. They may take place electronically (e.g., by telephone, by computer, or by interactive video) or in person.
   - Each distance education course must include an assessment of that delivery mode in its procedures for monitoring and assessing student performance.
   - Each student enrolled in a distance education course will have access to all the academic support services, instructional equipment, and campus events and other non-academic activities which DSU provides to other students. Support services may include but are not limited to academic advising, counseling, library and other learning resources, computer access, tutoring services and financial aid.
Use of Technology
1. Technology should be used only to add teaching and learning value to a course.
2. 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.
3. Technologies selected should minimize course development, support and maintenance requirements.
4. 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.
5. 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 interactive video classroom.
6. Faculty should prepare a plan, in cooperation with technical support staff, for the delivery of instruction and materials in the event of technical problems.

Instructional Telecommunications
Delta State University offers Instructional Telecommunications classes in several formats. Not all courses are available at all remote sites nor in every format. All Interactive Video courses (IVC) originate as face-to-face courses in a studio on the DSU campus.

• **IVC Live/Interactive:** occurs in real time and allows the instructor to communicate with remote site sections of the class via one or two-way video and two-way audio. Instructors and students speak to each other via microphones provided at each receive site.
• **On-Line:** courses are offered via computer modem using WebCT. Courses may also be supplemented with videotapes. Students must have a computer, access to the World Wide Web that meets the hardware requirements of distance education, and meet course prerequisites to register. Students enrolled in an on-line course will be required to attend the distance education orientation at the beginning of each semester, or a separate on-line orientation scheduled by the instructor. Depending on the course, students may be required to take non-proctored or proctored examinations and/or attend a face-to-face meeting with the instructor. Participants will have the chance to interact with the instructor and other students, regardless of location using a variety of technologies.
Syllabus or Study Guide Guidelines
1. In addition to the required elements of all DSU syllabi, those developed for
distance learners should include:
   • Any resources required for each lesson;
   • Procedures for submitting course assignments;
   • Procedures for obtaining course handouts and support materials;
   • Procedures for dealing with technical problems and answers to frequently
     asked questions (FAQ);
   • Appropriate descriptions and details of methods for distance education
     student interaction and participation; and
   • Processes for library resources, student services, proctored examinations,
     and borrowing videotapes of classes, when appropriate.
2. Faculty should develop appropriate student study guides, handbooks or other
   instructional materials that support the delivery of instruction by distance. For
   the most part, students will be expected to act independently based on the
   instructions provided by the faculty.

Web-based Instruction
1. The University should provide faculty with standard software for the
development of Web-based instruction that is fully supported by technical
support personnel in Information Technology Services and by instructional
designers in the Technology Learning Center.
2. Faculty as developers and publishers of on-line and web-based courses are
   responsible for:
   • ensuring the accuracy of the information presented;
   • regularly updating and keeping published information current; and,
   • understanding and complying with copyright and intellectual property
     laws.
3. The University should ensure properly designed, built, equipped, maintained
   and supported classroom environments at DSU sites, as well as ensure that
   remote facilities obtained for DSU use are adequate for both instructors and
   students.
4. Audio should be sufficiently loud, clear, and noise-free at all sites to facilitate
   faculty-student interaction and continuing student attention.
5. Video size and quality should allow projected material to 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 data projectors,
     television and compression technology. (Something that is sharp and clear
     on an instructor's personal computer may not be readable on a student’s
     computer, a television monitor or video projector. Something that is clear
over standard broadcast television, may not be usable over low-speed compressed video lines.)

6. 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.)

7. 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.

8. Remote facilities should have adequate instructional support, such as the presence of an instructional facilitator on-site.

9. Faculty should provide site facilitators with advance copies of the agenda and visual aids to be used in each class session.

10. 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.

11. Faculty should adhere to those copyright restrictions unique to interactive video.

12. 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.

Laboratory-Based Instruction
1. 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 distance education 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.

2. On-campus courses, science or non-science, with laboratory components should remain laboratory courses when offered at a distance.

3. Distance education laboratory experiences may have a home component or be carried out at a satellite center or equivalent facility.

4. Distance education laboratory experiences may include benign experiments to be carried out in unsupervised environments, but should consider liability, cost and the impact on the environment.
5. Faculty creating any laboratory experience for unsupervised situations should receive liability clearance from the appropriate University offices.

Exam Policies

Exams
Students in Live/Interactive sections of a course may be required to take proctored exams at their remote sites. Instructors may require on-line students to take a proctored exam. Picture IDs will be checked at the exam sites. In addition, the Technology Learning Center may, in cooperation with the instructor, help arrange for a notarized proctor for students at great distances. In this case, instructors should provide test dates for the semester to the Technology Learning Center approximately two months prior to the start of the semester a course is to be taught.

Proctoring Examinations
To receive credit for telecommunications or independent study courses, students may be required to take proctored or non-proctored examinations.

1. Non-Proctored Examinations:
   Non-proctored exams are permitted at the discretion of the instructor. Non-proctored exams enable students to take the exam at a location and time convenient for them within the bounds of a specific postmark date or other specified time frame. Students are expected to conduct themselves in accordance with Academic Honesty guidelines. The procedure for taking a non-proctored exam is:
   a. Students should plan to take the exam as soon as they receive it in the mail or according to attached instructions.
   b. Students should plan time carefully so that the exam can be completed and mailed (postmarked) by the indicated deadline. In some cases an instructor may allow non-proctored exams to be submitted by e-mail.

2. Proctored Examinations:
   A proctored exam is a supervised exam. Students are responsible for arranging for a proctor to supervise the exam. All proctors must be approved by the appropriate college/school. The proctor may be a school principal or administrator, counselor, certified librarian, military educator, test administrator at a testing office of a community college or university, or a minister of an established church or synagogue. Relatives, no matter what their position, may not serve as a proctor. Proctors usually will supervise exams without charge. However, any charge will be the responsibility of the student. The necessary steps for taking a proctored exam are outlined below:
   a. Students should submit an Examination Request Form as directed in the Syllabus. Students should include the name, title, phone number and address of their proctor.
   b. The exam will be mailed to the proctor as soon as possible.
   c. Students should plan to take the exam within 15 days of submitting the required form or as directed in the Syllabus, making sure there is time to complete the exam and have it postmarked before the indicated date.
d. Students should plan to arrive at the testing location at least fifteen minutes before the hour set for the exam. Students should bring a pencil or pen and any other supplies that may be necessary.
e. Upon completing the exam, students should return it to the proctor and the proctor will return the exam to the college. Postage costs are the responsibility of the student.

Liability Issues
1. Faculty members should ensure that all materials transmitted or displayed over distance education networks (e.g. Internet, interactive video, broadcast TV) are properly licensed, and that the necessary transmitting rights have been secured.
2. The faculty member must observe all Federal Education Right to Privacy Act regulations governing information or material transmitted over distance education networks.
3. The University should verify that all fire code and ADA regulations are properly observed at all distance education locations.
4. Faculty members should use caution when reporting grades and other sensitive information to students over distance education networks.

Contractual Agreements:
1. No individual, program, or department should agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of DSU without prior university approval from the Technology Learning Center.
2. The university should not agree in a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program.
3. Agencies providing funding for special certificates or degree programs or courses should not acquire any privileges regarding the admission standards, academic continuation standards or degree requirements for students or faculty attached to a university-approved academic program.

Scheduling
All IVC and on-line courses (both the on-campus and distance education sections) are approved by the Vice President of Academic Affairs and coordinated by Technology Learning Center staff.

Course/Section Listings
Interactive Video Courses. There are multiple components to an interactive video course, and they appear as separate sections in the main campus schedule and in the Distance Education schedule. Interactive Video courses include:
- An on-campus section generally scheduled to meet in Ewing Room 235 (compressed video classroom);
- Various live/interactive sections, which may be scheduled to meet at the Greenville Higher Education Center (GHEC-DE)
On-Line Courses. On-Line courses consist of one section (ONLINE-DE). On-Line students living within a 60-mile radius of the main campus are also expected to attend an orientation at the beginning of the semester, attend face-to-face meetings when scheduled, and complete at least one proctored exam/event. The Technology Learning Center will assist faculty with on-line orientations for students living outside a 60-mile range of the main campus.

Course Quotas
Quotas for distance education classes are set by the faculty and department in consultation with Technology Learning Center staff. The on-campus interactive video class section meeting in the Ewing Room 235 compressed video classroom has a seating capacity of 20.

Small Course Guidelines
The on-campus studio section should have a minimum of eleven undergraduate students or eight graduate students in order to be carried as a class. The combined enrollment of students in the distance education sections (listed as xxxx-DE) for any particular offering should also meet the minimum enrollment standards as set by Academic Council. These enrollment requirements also apply to ONLINE-DE sections.

A course with distance education enrollment falling below the minimum may be canceled by the Technology Learning Center in consultation with the academic department. In the event the on-campus section does make when the distance education sections do not, Technology Learning Center staff will notify the academic department. The department should then plan to move the on-campus section to a regular classroom. Departments should consider total enrollment in a course prior to making decisions regarding the cancellation of studio sections of an interactive video course.

Videotaping
A videotape will be made of each interactive video class session at the campus on which the instructor is originating. The videotape is intended solely for purposes of backup in the event of transmission problems between campuses. If the class session was successfully received by the campuses involved in the class the videotape will be erased. If transmission problems occurred during the class session, copies of the backup videotape will be made available for a limited time to the students on the campuses involved in the class.

At the request of the instructor, videotapes of class sessions may be made available for one week in the Library, Resource Center, or Media Center on each campus involved in the course. At the end of the time period, the videotapes will be erased.

6. Faculty Issues

Faculty Training
Any instructor wishing to teach on interactive video or on-line course for the first time must attend an orientation and logistics meeting, which will be conducted by the Technology Learning Center staff, during the semester prior to when they are scheduled to teach. If an
instructor is not available (on sabbatical, etc.) during the semester prior to when they are scheduled to teach a distance education course, then the preparation semester will be the closest preceding semester in which the instructor is available.

Interactive video instructors will receive a tour of the facilities, curriculum development allocations, operating procedures, copyright issues, and policies. Orientation for on-line faculty will address similar information excluding a tour of the interactive video facilities. The Technology Learning Center also provides training opportunities for all faculty using distance education technology in instruction. Technology Learning Center staff will coordinate and lead these activities as well as work with interactive video and on-line courses, and assist faculty as needed prior to and during the semester their course is delivered. Web design consultants may also be assigned to assist on-line faculty.

Course preparation
All faculty scheduled to teach a distance education course for the first time must participate in a course preparation program

Curriculum Development Funds
Faculty teaching an interactive video or on-line course for the first time may be eligible for faculty development funds in the semester before the course is to be taught to assist the faculty member in redesigning the course for delivery. Interested faculty should contact the Vice President for Academic Affairs or the Technology Learning Center for more information.

Faculty Support Services
The services provided by the Technology Learning Center are available to all faculty. Faculty interested in incorporating technology into their traditional (classroom) courses are provided assistance and instruction in one-on-one sessions as well as group workshops. Interactive video and on-line faculty are provided assistance and instruction during the orientation and logistics meeting conducted by the Technology Learning Center staff. On-line faculty are also provided web courseware, web accounts, and design assistance by Technology Learning Center staff preceding and during the semester the course is taught. The University will provide on-site instructional facilitators by using a Graduate Assistant, a second faculty member, or other instructional aide when necessary. These individuals might assist the students and faculty in:
- leading discussion;
- answering questions;
- providing first-line technology management;
- supervising group study; and
- holding individual consultations with students.

Library Support
The W.B. Roberts Library staff coordinates library support for all distance education classes and will consult with faculty in planning their courses to assure appropriate library services. Faculty can determine the needs for their class and can receive assistance in determining
availability of resources at various libraries, on-line access information and training, or the mailing of specific materials requested by students.

E-mail Support
Information Technology Services staff provides assistance in establishing student e-mail accounts for distance education courses. All distance education faculty and students must have an e-mail account. These accounts will be activated at the request of the course instructor or student(s) enrolled in the class. In addition, Technology Learning Center personnel and Information Technology Services personnel provide help setting up courseware accounts, web accounts, home pages on the Internet, forms for gathering data on the Internet, and other assistance with websites for distance education faculty.

Textbooks and Copy Center Packets
Faculty textbook orders will be handled through the usual departmental channels. It is strongly recommended (and required for faculty with on-line students) that a Copy Center packet be made containing all class handouts. Students may purchase these at the beginning of the semester through the Campus Bookstore. Students may order their textbooks and packets by phone from the Campus Bookstore and receive them by mail for an additional handling fee, if they call before the Campus Bookstore’s specified mail order deadlines.

Copyright Permission
Faculty members are responsible for securing advance written copyright clearances on any copyright-protected materials they may use in their broadcast, re-run, or on-line classes. Additional information on Copyright is available on the U.S. Copyright Office’s website at: http://www.loc.gov/copyright/circs/circ1.html

The only substantial exception to the rule that only copyright holders may distribute copyrighted material is the long-standing provision that individuals may make “fair use” of copyrighted materials. Use of a copyrighted work “for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” (17 USC 107) is generally considered fair use. Fair use does not extend to extensive quotations and may not adversely affect the commercial market for the work in question.

Intellectual Property
The materials created by faculty members for distance education courses will be treated in the same fashion as materials created by faculty members for traditional courses.

Site Facilitators and Distance Education Assistance
Technology Learning Center staff are available to assist faculty and students in the on-campus section of interactive video courses. Everyone involved with distance education may also call the Technology Learning Center for assistance. The Technology Learning Center maintains and updates an informational distance education website and (in cooperation with Information Technology Services) provides instructional and technical support to faculty and students.
7. **Student Services**

Enrolled student in on-campus and distance education courses should have comparable access to the range of student services to support their learning. Services should be supportive of the part-time distance learner. Students should be provided with clear, complete information about programs of study including curriculum, course and degree requirements, the nature of faculty and student interaction, assumptions about technical competence and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies. Enrolled students should have adequate access to the range of services appropriate to support their learning including admission services; registration; transcripts; financial aid – including access to Veteran’s Assistance programs, scholarships, grants and loans; academic advising; library services; methods of adding or dropping course; bookstore services; and adequate communication about registration and admission requirements. Generally, the receive site institution should be responsible for the equipment, materials, or facilities necessary for the student to receive instruction. Some services such as specialized academic advising, may need to be provided by the sending institution.

**Admissions**

Information and advice about requirements for admission to DSU and admission to a specific program should be available to distance education students. Distance education students will need to receive services in a range of modes, using new technologies (e.g., e-mail, telephone advising, toll-free numbers, etc…)

**Financial Aid**

To the extent that federal and other financial aid policies can support the distance learner, the University will work toward comparability of aid programs for both on-campus and distance education students. Under Section 484(m) of Title IV of the Higher Education Act of 1965, students enrolled in courses delivered through the use of telecommunications are treated the same as traditional students when financial aid is awarded. A student enrolled in a telecommunication-based course is entitled to full financial aid adjusted only if the delivery method “substantially reduces the cost of attendance” to the student.

**Advising**

Comparable advising services should be made available to both on-campus and distance education students. Advice about academic programs is critical to the success and productivity of the student. Distance education students will need to receive services in a range of modes, using new technologies (e.g., e-mail, telephone advising, toll-free numbers, etc….)

**Library**

Appropriate library services must be made available to distance education students. Quality programs demand adequate library services for all students. Specific library/staff resources need to be designated at campus libraries to adequately service distance education students as well as support interlibrary loan policies and on-line access to catalogs and materials.
Computer Literacy Prerequisites
It will be necessary that students come to the course with the requisite knowledge enabling them to use the technology. Because access to computers in homes and schools is not uniform, students arrive in distance education classrooms in all states of readiness. Distance education programs/courses should identify computer literacy prerequisites needed for students to participate successfully, so students may be properly advised about skill level that is required. This instruction should be available in a live and independent study mode (e.g., workbooks, videotapes, audiotapes, self-paced computer materials, special short courses, etc….)

Academic Honesty
Students taking distance education courses will be held to the same requirements of academic honesty as students taking traditional courses. Faculty should ensure that safeguards have been built into the distance education course format to require that students be held to the same standards of academic honesty as students in traditional courses.

Students with Disabilities
Students with disabilities needing special accommodations should contact the DSU Counseling Center. The Technology Learning Center works with the Counseling Center to assess, determine, and implement appropriate accommodations.

8. Tuition/Fees and Student Enrollments

Tuition/Fees
Delta State will follow the Southern Regional Education Board’s recommendation on tuition rates for distance education courses. This “electronic rate” will be ten percent above the in-state course fee for each distance education course.

Business/Industry Programs
Special programs developed by DSU for business/industry can be marketed at a rate consistent with industry standards. While retaining the principle of cost for most distance education and courses, DSU might choose to offer selected professional programs at a higher fee rate pegged to the market. This concept recognizes that specialty programs developed for business and industry make extra demand on faculty and resources which must be recovered.

Identification in Databases
Distance education “credit” students will be identifiable in institution and system level databases, to facilitate planning, research, and evaluation of access to distance education students.

9. Technical Standards
Send and receive site standards
The University will work to develop compatible and comparable resources, services, and
procedures across send and receive sites. Having receive sites that are dissimilar in the types
of technology available, resources, and services will disadvantage some sites and students
who receive their instruction at those sites. Technology Learning Center staff will review
and make recommendation on hardware, telecommunication systems, and equipment
standards. Receive sites must be adequately staffed to support both instruction and
technology. Staff have responsibility for setting up and operating the distance education
classrooms at each site. Staff must assist the distance education student, be able to work with
a number of faculty from different disciplines and institutions, and be knowledgeable about
all receive-site equipment.