

Texas Wesleyan University

Policy Title: Distance Education Policy

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Policy Statement

In support of its mission, Texas Wesleyan University recognizes the goal of distance education is to increase accessibility to learning opportunities by providing a high quality education to students in a variety of formats. This policy outlines the process, procedures and expectations for developing and delivering courses by distance education.

I. Definition of Distance Education

The definition used for distance education in this document is the one adopted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): For the purposes of the Commission's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet: one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program (*Distance and Correspondence Education: Policy Statement, 2014*).

II. Organizational Structure & Administrative Responsibility

While distance education implementation is decentralized at Texas Wesleyan University, the Provost and Senior Vice President carries ultimate responsibility for the administration of distance education. It is, however, the expectation that all departments and programs ensure implementation of relevant policies and procedures to meet University and accreditation expectations. Deans are responsible for distance education programs and related activities in their schools; vice presidents are responsible for distance education related support and activities in their respective divisions. Distance learning implementation requires full engagement of relevant University parties and coordination following the program implementation process outlined in this document (below).

III. Goals for Distance Education

1. Provide a high quality education (course and/or programs) to a diverse community of learners.
2. Serve the higher education and professional needs of the community.
3. Enable students to utilize current technologies for academic success and professional development.
4. Provide faculty with professional development opportunities in state-of-the-art technologies to enhance the broader goals of distance education and to model appropriately the use of technology in classrooms.

IV. Definitions Related to Distance Education

Distance education instruction may be synchronous or asynchronous. **Synchronous** instruction means the students and the instructor are interacting at the same time. **Asynchronous** instruction means that the students and the instructor interact, but not at the same time. There usually is a time delay in communication between the instructors and students in asynchronous instruction. Courses that do not meet face-to-face and are conducted from a distance may use the internet, videoconferencing, and/or other telecommunication technologies.

- **Learning Management System (LMS)** - is defined as a computer software platform used to deliver online, hybrid, and Web-Assisted courses (such as Blackboard, Moodle, Desire2Learn etc.). All online and hybrid courses will be developed and delivered using the LMS chosen by the University.
- **Synchronous Distributed Course:** Web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time.
- **Web-Enhanced Course:** Online course activity complements in-person class sessions without reducing the number of required class meetings.
- **Blended (Hybrid) Course:** Online activity is mixed with classroom meetings, replacing a significant percentage of, but not all required face-to-face instructional activities.
- **Online Course:** All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

In all cases, the University policy on Course Credit Hours related to direct instruction and out-of-class/independent learning will be followed—see University Catalog or contact the University Registrar for the policy.

V. Procedures for Distance Education Course and Program Development

Courses*

Distance learning courses that are new (those not yet approved for campus delivery regardless of format) must first go through the normal academic approval process (following relevant deadlines) prior to being submitted for distance course development. The proposal for a new course may include offering the course via distance learning, and delivery mode should be indicated on the course proposal form. To propose a new course, departments should complete and submit the *Curriculum and Course Change Request Form* to the Committee on Academic Affairs.

Deans, Department Chairs, or faculty members who wish to move an approved course to a distance format must follow these procedures:

- Submit to the Dean/Provost Office the **Distance Education Course Request Form** to verify that the course is approved for distance delivery and that the faculty member to teach the course has been certified. (Check with Provost Office for deadlines.)
- Complete/have faculty who will teach the course(s) **complete the Texas Wesleyan required training prior to course delivery or provide proof of prior training**. Program Director/Dean must

supply documentation to CETL. CETL maintains list of certified distance education faculty on its website.

Deadline for training completion: semester prior to course delivery

***Schools and Programs should pay particular attention to the incremental increase in the percentage of courses moved to distance delivery. If an additional course or courses take a program to 50% or more of that program's curriculum (credit hours) being offered via distance, the policy for Programs, outlined below, must be followed.**

Programs

Proposals for new programs (those not yet approved for campus delivery regardless of format) must first go through the normal academic approval process (following relevant deadlines). The delivery mode should be addressed in the proposal. Departments will follow the *New Program Proposal Guidelines*.

Schools and departments that wish to change the delivery mode of an existing program to distance learning, where 50% or more of the program's curriculum (credit hours) is to be offered via distance instruction, must complete the **Distance Education Program Request Form**.

Programs approved for distance delivery will follow the **Program Implementation Process** outlined below in Section VIII. This process includes required **Faculty Training** (Section VI) and **Course Development** (Section VII).

VI. Faculty Training

Faculty involved in distance education curriculum will be provided *training* and *technical support* by the University. Learning management software (LMS) and other instructional technology training will be available through the Center for Excellence in Teaching and Learning (CETL) at Texas Wesleyan University. Technical support will be supplemented by the Information Technology (IT) Help Desk.

The Center for Excellence in Teaching and Learning provides LMS and instructional technology training at regularly offered information sessions and workshops. Multiple introductory and advanced small group sessions are available each semester to support faculty with a wide range of experience and expertise. In addition, one-on-one training sessions are offered at the convenience of faculty by appointment with a CETL staff member. Training is provided both face-to-face on campus and virtually. Supplemental training materials are also offered through the CETL website and directly from the course delivery system provider.

Faculty are required to attend distance education and/or instructional technology training **through CETL** prior to initiating their **first** distance education course. Training must be completed the **semester prior** to teaching the first distance education course. New faculty with prior experience in distance education may provide evidence to CETL for evaluation in lieu of training. CETL makes the final determination regarding required training.

Wesleyan (CETL) *certified* distance education faculty members currently teaching distance education courses are *not required* to attend additional training for the purposes of offering additional courses via distance education. Best practice dictates that distance education faculty stay up-to-date with current learning technologies and pedagogy. Therefore, as outlined in the *Faculty Policy* section below, **regular**

engagement in faculty professional development is a University expectation. Documentation of training will be provided to the School/Program and the faculty by CETL.

In the event that it may not be feasible for CETL to provide institution-wide support for a specialized learning technology required by a small number of faculty in a School/Program, the University may elect to provide other means of faculty training and technical support, such as those available from learning technology vendors or software providers (webinars, for example).

VII. Course Development

Courses offered with a distance learning component should take advantage of the benefits of learning technology while maintaining the rigor and academic standards expected of conventional course offerings. In determining whether a distance learning component is appropriate for the delivery of a particular course, consideration should be made on whether a high quality, comprehensive learning experience can be delivered relative to the discipline involved. Faculty should consider the kind and extent of learning, mastery, or competency the learner is expected to demonstrate at the completion of the course. Faculty may choose to blend asynchronous distance learning with synchronous learning and/or on-campus activities in order to enhance the learner's educational experience.

As courses are developed, faculty should follow and must assure that courses meet the following *Principles of Distance Education*, outlined below. These Principles will be reviewed with faculty during CETL training to ensure clarity related to University expectations.

- Faculty shall make sure that distance education courses maintain the same high standards of quality and pedagogical excellence as those taught in traditional face-to-face formats.
- Faculty shall have the same control and ownership of the substantive and intellectual content of their distance education instruction course-related materials that faculty have with respect to classes offered in the traditional classroom format. (Faculty should refer to Section X *Copyright, Intellectual Property, and Ownership* in this document.)
- Course and/or program objectives are to remain consistent across all sections of the same course, regardless of delivery method.
- The faculty shall present the subject matter delivered as distance education in an appropriate manner, which reflects the intent and emphasis of the course and utilizes best practices.
- The faculty shall promote an atmosphere of helpfulness and caring as well as encourage a relationship between distance education students and the instructor.
- Faculty are to take reasonable precautions to ensure that the student who registers in a distance education course is the same student who participates in and receives credit for the course or program. These methods may include, but are not limited to (1) a secure login and passcode; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying student information. See Section XIII below. **Faculty should consult with CETL or IT for the most up-to-date policy and process.**

In addition to the normal activities of instruction, distance education faculty should:

- Promote engagement using various tools, for example, discussion boards and synchronous communication sessions.
- Model appropriate communications with distant students, communicating regularly (e.g., email) with students in online and videoconference courses.
- Provide timely, specific, and substantive feedback to students.
- Get to know distant students in order to recognize the students' work.

Where possible, equivalence between distance education courses and face-to-face courses in terms of learning outcomes and course rigor will be established by comparing syllabi on student outcomes, course assignments, topics or content covered, exams and overall expected engagement time of students. If the same course exists face-to-face it should be used to establish equivalence and, if not, other courses from the curriculum that are similar in content and level can be used. The faculty of record will have primary responsibility for determining equivalence. The equivalence comparison must be documented and kept on file with the Department/Program in which the distance education course is taught, to be provided to the Office of the Provost upon request. Final responsibility for the academic content of courses with a distance learning component is vested in the Department/Program from which the course originates. Faculty and programs should also refer to Section IX. *Institutional Effectiveness*, below.

Similar to face-to-face courses, distance learning courses must:

- Follow the University syllabus template for distance or online courses.
- Include course content based on student learning objectives linked to assessments.
- Make available class assignment due dates and requirements related to how participation in online activities and assessments will be graded.
- Ensure a student opportunity to evaluate the course using approved evaluation instruments of the University.
- Follow the University policy on Course Credit Hours related to direct instruction and out-of-class/independent learning. Generally, each credit hour of class should generate two hours of out-of-class study/product.
- Provide an opportunity for interaction between students and the faculty member responsible for the course.
- Clearly identify online, videoconference, and hybrid courses through the use of course section numbers, footnotes and symbols or other appropriate means, so that students have access to this information before enrolling in a course or program.

Students in distance education courses may

- Expect to attend regularly, be punctual, and participate or engage fully in all courses for which they are registered as defined by the course syllabus.
- Expect timely feedback (within 48 hours) to course-related inquiries unless otherwise addressed by faculty.
- Be subject to the same University policies and procedures applicable to students attending traditional face-to-face courses on campus. Accommodations (such as holding a university hearing via videoconference) may be made on a case-by-case basis for students who live a significant distance from campus and are articulated in the relevant policies.

Academic integrity is essential for distance instruction. To ensure integrity in distance education, distance learning students are expected to honestly identify themselves and to comply with the academic integrity policy listed in the Student Handbook and the course syllabus. Academic integrity policy and consequences to policy violation in distance learning courses are identical to those of face-to-face courses.

VIII. Program Implementation Process

Administrative Requirements Policy for Distance Learning Program Implementation

After approval to change program delivery to a distance education format, it is the school dean's and Provost's responsibility to ensure that all required steps are followed. These steps include academic and administrative preparation:

Academic requirements:

- 1) Required CETL distance education certification training for instructors who have not previously taught a course via distance learning per Section VI, above;
- 2) Required course development via CETL to ensure course format meets University requirements per Section VII, above.

Administrative requirements:

It is also important to ensure that the University as a whole is prepared to meet the needs of distance education students including establishing or confirming appropriate processes, services, and sufficient resources. To that end, the University has a process for implementing distance learning programs. This process includes "modules" for addressing implementation. The implementation modules include:

- Academics module
- Student Support Services module
- Admissions & Student Services module
- Marketing module

It is the Provost's responsibility (or designee) to call a meeting with all responsible parties ("process owners" listed by title in separate module spreadsheet—see appendix) such as the Provost, Associate Provost for Academic Policy & Support/Accreditation Liaison, and University Vice Presidents or designees, in order to:

- 1) Develop a timeline for implementation, including program launch date;
- 2) Lead the process to collect information from the process owners to confirm implementation of required services and processes. It is recommended that "module leaders" be assigned to facilitate the collection of information from process owners within each module.

Spreadsheets for each module outlining tasks, process owners, deliverables, and deadlines are included as a separate document as is a visual representation of the modules (see appendix).

A program may only be implemented once the Provost has approved completion of all requirements per this section.

IX. Institutional Effectiveness

Distance learning courses and programs are assessed as part of the University's Institutional Effectiveness Process, which includes annual outcomes assessment of student learning and support services, instructor evaluations, and periodic program self-study audits.

Instructor/Course Evaluation

Self-evaluation and peer evaluation:

Individual instructors will use University-developed distance education course standards for self-evaluation of distance education courses. These standards are used during distance education training, course development, and continuing assessment. These standards may also be used during periodic peer evaluation for course improvement purposes.

Student evaluation:

Distance education instructors and courses will be evaluated using the same processes and instruments as traditional courses, for example IDEA.

IDEA course surveys for online courses will include additional specific questions related to distance education delivery . The online course-specific questions are included in the Appendix.

The purpose for the inclusion of these questions is to collect information related to the online nature of the course, including but not limited to instructional methods, technology use and support, access to the instructor, library services, and other support services. Faculty and deans will have access to the data collected as part of the regular IDEA results. Feedback from students related to support service areas will be shared with those areas as appropriate to help guide support service improvements. Feedback provided to support service areas will be limited to information about the support service areas and will not include faculty-specific information.

Learning Outcomes Assessment

It is the expectation that departments and programs include learning outcomes assessment for their courses offered via distance education as part of their regularly planned program learning outcomes assessment. Outcomes data must be segregated out for the distance learning courses so that outcomes can be compared to face-to-face courses where available and as outlined above. General education curriculum course outcomes assessment must include and segregate out results for courses offered via distance learning and reviewed as part of General Education Curriculum assessment.

Comparative Assessment:

Where available, comparisons will be made with equivalent face-to-face course in terms of results related to student outcomes, objectives achievement, student engagement, teaching excellence, course excellence, and overall satisfaction. This comparative assessment must be conducted in order to assess equivalence and use the comparison data to make improvements in the distance education course as well as the face-to-face course. All courses defined as distance education course should be assessed employing

the comparative analysis method periodically following the program outcomes assessment plan and at least every three years.

Service Outcomes Assessment

As part of their annual outcomes assessment, support service areas are expected to include assessment related to services for students in distance learning courses and programs and to segregate out data collected on these students and undertake improvements as required. In addition, relevant data collected through the University's IDEA surveys will be disseminated to service areas for review and action. Feedback provided to support service areas will be limited to information about the support service areas and will not include faculty-specific information.

University-wide Surveys

Distance learning students will be included in any University-wide surveys and data segregated out for this population where feasible and appropriate including the NL-SSI, NSSE, the University's Graduating Student Survey, etc.

Quality Control Reports

Deans are responsible for reporting annually on assessment data collected related to distance education courses and programs in their respective schools, reviews undertaken, and any changes made to ensure offering quality courses that meet expectations related to student learning and support. It is the expectation that schools, departments, and programs include and segregate out data on distance learning courses and related student performance and satisfaction, discuss the data, and seek appropriate improvements. The Quality Control Report template is made available to the deans in Taskstream's AMS.

Copyright, Intellectual Property and Ownership

The policies outlined in the *Faculty Handbook* applicable to faculty-authored materials in traditional classroom instruction applies equally to distance education courses. These policies include: ownership of scholarly/creative works, including lecture, course handouts and syllabi.

Faculty members must comply with all copyright regulations in developing course materials to be published in all formats or delivery modes, including hybrid and online.

Copyright

The policies outlined in the University Technology Policy pertaining to copyright laws for software applies equally to distance learning courses. These policies state that users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor. Explicitly:

“Software should not be copied. This refers to any and all software found on Texas Wesleyan University computer systems, encompassing all network servers, personal computers (to include

all campus computer lab systems), and computer networks operating on campus. To copy software without the permission of its owner is illegal and a criminal offense.”

“Unless placed in public domain by its owners, software programs are protected from unauthorized use and duplication by law. Educational institutions and their constituencies are not exempt from the law. Software is also protected by the license agreement between the owner and purchaser. It is illegal to duplicate, copy, or distribute software or its documentation without the permission of the copyright owner. Violations of authorial integrity, including plagiarism and copyright violations, may be grounds for sanctions against members of the University community.”

X. Faculty Policies

Course Development Policy

Full-time faculty will be involved in the planning and teaching design of Distance Education courses in their discipline or program. Depending on the course or program being developed, adjunct faculty may or may not be involved in planning and design.

The Deans and Provost will be consulted with regards to faculty load when new distance education programs or courses are being considered for possible development.

Faculty training

Faculty are required to complete training for the teaching of distance education courses as outlined in this Distance Education Policy, Section VI and as provided by the Center for Excellence in Teaching and Learning (CETL). Continuing training and professional development are expected by University policy and provided through CETL. Best practice recommends periodic re-training in distance education technologies and teaching strategies in order to maintain currency with new tools and instructional strategies, and the University requires completion of retraining a minimum every three years through CETL.

Communication/interaction between Faculty and Students

The University’s LMS assures availability of an appropriate tool for communication/interaction between faculty and students in individual courses. Required training to teach distance learning courses assures that faculty know how to use the LMS and its tools and are trained on best practices in online pedagogy. A course evaluation disseminated to students in online courses will seek feedback from students regarding engagement and access to the instructor.

Faculty availability outside of courses, e.g. for advising and academic counseling for students who are enrolled in distance learning programs, is assured on a program-by-program basis, through the *Administrative Requirements Policy for Distance Learning Program Implementation* as outlined above in Section VIII.

Faculty Qualifications

Faculty, whether full-time or adjunct, teaching distance learning courses must meet the University's regular policy on teaching qualifications. Qualifications are reviewed and approved by the Dean of the relevant school and the Associate Provost for Academic Policy and Support/Accreditation Liaison.

Course Load Policy

The course load policy for undergraduate full-time faculty is twelve (12) hours or its equivalent in the fall and spring semesters. The policy for Graduate Faculty (teaching only Graduate courses) is 6 courses per year (9 month (3/3) or 12 month (2/2/2) faculty). Graduate faculty teaching undergraduate courses who teach one or more graduate course(s) will receive a one course release in the semester in which the graduate course(s) is/are taught by the faculty member unless otherwise arranged with the Dean. The Deans of the respective schools, subject to approval by the Provost/Senior Vice President, have discretion in assigning faculty teaching responsibilities. (See *Faculty Handbook* for more details.)

Policy on Adjuncts Teaching Distance Education Courses

Adjuncts may teach distance education courses. They must meet all the applicable faculty policies such as certification, training, approval, and evaluations. The University policy related to the percentage use of adjuncts in programs must be followed.

Evaluation of Teaching

All distance education courses and programs will use the regular course and program assessment procedures. In addition, distance education courses will use the University designated distance education course evaluation process and instruments. The instructor/course evaluation process described in Section IX. *Institutional Effectiveness* of this document will be followed for all distance education courses. The annual appraisal of faculty by the Deans will incorporate information when appropriate about faculty teaching effectiveness in distance education courses.

XI. Student Support Services

Technology

Information about minimum technology requirements for the University's distance learning programs is available at <https://txwes.edu/it/get-help/> under "Computer requirements for online programs at Texas Wesleyan." Individual programs may have additional requirements: applicants to a program are informed of the requirements on the individual program's informational web page.

Technology training is available to students at <https://txwes.edu/it/> with instructional videos, reference guides, and "Hoonuit" as an additional resource.

Technology support is available to students through the Information Technology Service Desk. Students may access assistance on a 24/7 basis, either online, by phone, or via email:

<https://txwes.edu/it/> 817-531-4428 helpdesk@txwes.edu

Library Services

Students may access library services online, including training in the use of library services, access to the catalog, access to librarians, etc. Faculty should work directly with the library to ensure making any course specific resources available via distance.

Other Support Services

These services may include but not be limited to:

- Academic Advising
- Student Records & Registration
- Cashier
- Financial Aid
- Academic Success Center (tutoring, study skills)
- Counseling
- Disability Services
- Career Services
- Student Engagement/Student Life

It is the expectation that students who take **occasional courses** via distance will avail themselves of University services in person on campus.

Services for students who take **courses as part of a consortial arrangement** will have services made available to them as defined via the consortium. For example, a student who enrolls in a distance learning consortium course is provided support through the home institution campus resources.

As a **program** is moved to distance education delivery, part of the implementation process requires an assessment of required student support services for students in that program and the provision of those services. Students in distance learning programs may access relevant offices and services via the web or by telephone, with information provided to students during orientation and online. Examples of services available to students in distance learning programs include but are not limited to:

- Academic Success, including tutoring
- Access to faculty advisors
- Student Records & Registration
- Financial Aid
- Cashier
- Disability Accommodations
- Various policies (e.g. grade complaint, Sexual Harassment & Discrimination, Student Complaints, among others)

XII. Federal Requirements

Student Identity, Student Privacy, and Charges related to verifying Student Identity

The University meets Federal Requirements related to distance education and as outlined in the SACSCOC Principles as follows:

An institution that offers distance or correspondence education

a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Texas Wesleyan University demonstrates that a student who registers for a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of the student who participates in the class or coursework through the following methods:

- i. assigning a unique and secure login and passwords for all students taking electronically delivered courses and programs, with the ability for the student to update and/or change passwords at any time. Blackboard is the platform for password protected access to each course, and the University utilizes Blackboard Hosting, Management, and Support services which provide 24 hours service, 7 days per week services to all students enrolled in Texas Wesleyan University courses.
- ii. proctoring of exams provided online and in the classroom for instructors who wish to use this service. These procedures apply to all students enrolled in Texas Wesleyan University distance education courses and programs.
- iii. monitoring teleconferenced courses for attendance and identity through name badges and/or visual identity.

All University online courses require use of a secure login and password system monitored by the Texas Wesleyan University ITIS department except in cases of courses offered by approved outside vendors. Contracts with outside vendors will require approval by Wesleyan's ITIS department regarding secure login and password system to be used.

b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Texas Wesleyan University has a written procedure for protecting the privacy of all students enrolled in all courses and programs including distance education at the University. This information is documented in the Information Security and Network Protection Policy.

The University utilizes Ellucian Colleague as the University-wide student information management system to store and manage electronic student information. In addition, the University has multiple processes and procedures in place to ensure protection of security, confidentiality, and integrity of its student records.

Additionally, the University has documented the specific procedures used for protecting the privacy of students enrolled in distance education courses ([See attached Online Course Privacy](#)). As described in the University's Security Incident and Reporting Policy, in the event of a security breach involving Confidential Personal Information the University follows the procedures for notifying students mandated by Texas Business & Commerce Code § 521.053 and House Bill 300.

Texas Wesleyan University, further, follows the requirements of the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their records. The University's "Access to Student Records" policy is outlined in the *Undergraduate and Graduate Catalogs*. These policies guide internal and external access to student records.

c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Distance and correspondence education

Texas Wesleyan University does not currently charge additional student fees associated with verification of student identification.

State Authorization for Distance Education

Institutions are required to obtain state authorization to offer distance education programs. Texas Wesleyan University is a member of the State Authorization Reciprocity Agreement (SARA) to facilitate such authorization. Depending on the type of distance education format and location offered, authorization requirements may vary. Programs should verify authorization with the Accreditation Liaison related to program offerings in different states.

XIII. Technical Requirements

Minimum Requirements and Informing Students

Information about minimum technology requirements for the University's distance learning programs is made available at <https://txwes.edu/it/get-help/> under "Computer requirements for distance education programs at Texas Wesleyan." Individual programs may have additional requirements: applicants to a program are informed of the requirements on the individual program's informational web page.

LMS Browser Compatibility

Faculty and student users should be mindful of the Operating Systems (OS) and web browsers that are considered supported/compatible with the University's current LMS. Distance education students are expected to maintain working computers. Computer maintenance is the responsibility of the student and computer malfunction will not constitute an excused absence from course participation or assessments.

Web-Conferencing

Faculty who opt to use web-conferencing tools should clearly communicate expectations around the use of these tools to their students via their course syllabus. These web-conferencing tools may require the use of webcam, microphones, and/or closed headsets in addition to basic OS and web browsers.

Other Requirements

Faculty who wish to require their students to make use of any hardware or software that goes beyond the minimum required to access the required LMS and as specified by the program should request approval from the dean and IT. If approved, such requirements must be clearly outlined in the course syllabus.

XIV. Appendices

1. Distance Education Implementation module spreadsheets
2. Distance Education/Hybrid Course Request Form
3. Distance Education Program Request Form
4. Distance Education Quality Control Report Required Information
5. IDEA Online Course Survey Questions

Note: The following referenced documents are not included in this document but are available on the Faculty Shared Drive under Academic Affairs:

1. Curriculum and Course Change Request form
2. New Program Proposal Guidelines