

Prairie View A&M University

Institutional Report on Distance Education And Off-Campus Instruction



Presented to
The Texas Higher Education Coordinating Board

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President

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Part I – Introduction

PRAIRIE VIEW A&M UNIVERSITY

INSTITUTIONAL REPORT FOR DISTANCE EDUCATION AND OFF-CAMPUS INSTRUCTION

Part I - Introduction

This *Institutional Report* from Prairie View A&M University is submitted as a follow-up to the *Institutional Plan for Distance Education and Off-Campus Instruction* submitted on January 24, 2001. The report has been prepared using the IRDE-2004.1 version of the Institutional Report Guidelines. It provides a view of the expansion of Distance Education over the past five years and offers a glimpse of the future of Distance Education at Prairie View A&M University.

This report was prepared in the Office for Distance Learning. Questions may be addressed to Dr. John R. Williams at (936)857-2353 or through email to jrwilliams@pvamu.edu.

Part II
Current and Proposed Distance Education
And Off-Campus Offerings and Modes

Table A
Current Distance Education and Off Campus Program Offerings and Modes

<i>Degree and Certification Programs Exported Via Distance Education and Off-Campus Delivery</i>						
<i>Program Name & Degree Designation</i>	<i>Program CIP Code</i>	<i>Credit (C) or Non-Credit(NC)</i>	<i>Current (C) or Next Year (NY)</i>	<i>Percent Delivered by Distance or Off-Campus Education</i>	<i>Type of Delivery</i>	<i>Delivered Where and to Individuals (I) or Groups (G)</i>
RN-BSN Completion	51.1601.00	C	C	100%	Combination of 2-way interactive video and face-to-face	Houston Nursing Center (G) The University Center, The Woodlands (G), Texas A&M University, College Station (G)
MSN-Family Nurse Practitioner	51.1605.01	C	C	100%	Combination of 2-way interactive video and face-to-face	Houston Nursing Center (G) School of Nursing, University of Texas Medical Branch-Galveston (G)
MSJJ-Juvenile Justice	43.0199.20	C	C	100%	Internet	Individuals
BASW-Social Work	44.0701.00	C	C	100%	face-to-face	The University Center, The Woodlands (G)
BS-Nursing	51.1601.00	C	C	100%	face-to-face	Houston Nursing Center (G)
MEd-Educational Leadership	13.0401.00	C	C	50% 50%	face-to-face Compressed Video	Northwest Graduate Center, Spring (G) The University Center, The Woodlands (G) Dallas
M.A.-Counseling	42.0601.00	C	C	50% 50%	face-to-face Compressed Video	Northwest Graduate Center, Spring (G) Dallas
MEd/MA Elementary Early Childhood Education	13.1202.00	C	C	100%	face-to-face	The University Center, The Woodlands (G)
MSENGR-Engineering	14.0101.00	C	C	100%	face-to-face	The University Center, The Woodlands (G)
<i>Degree and Certification Programs Imported Via Distance Education and Off-Campus Delivery</i>						
Not Applicable						

Table B
Proposed Distance Education and Off Campus Program Offerings and Modes

<i>Degree and Certification Programs Exported Via Distance Education and Off-Campus Delivery</i>						
<i>Program Name & Degree Designation</i>	<i>Program CIP Code</i>	<i>Credit (C) or Non-Credit(NC)</i>	<i>Current (C) or Next Year (NY)</i>	<i>Percent Delivered by Distance or Off-Campus Education</i>	<i>Type of Delivery</i>	<i>Delivered Where and To Individuals (I) or Groups (G)</i>
MS – Community Development	04.0301.00	C	NY	100	2-Way Interactive Video	Dallas, San Antonio, and Austin following completion of needs assessment (G).
MBA – Business Administration	52.0201.00	C	NY	100	face-to-face	Northwest Graduate Center, Spring (G)
MED – Educational Leadership	13.0401.00	C	NY	100	Add 2-Way Interactive Video	Northwest Graduate Center, Spring (G), Dallas (G)
BA – Sociology	45.1001.00	C	NY	100	Add 2-Way Interactive Video	The University Center, Fort Hood (G), The University Center, The Woodlands (G)

Part III – The Institutional Report

Part III - Institutional Report

Section 1: Institutional Issues:

0. Institutional Report Guideline version used.

This report is based upon version **IRDE-2004.1**.

1. The University affirms compliance with *The Principles of Good Practices for Electronically Offered Academic Degree and Certificate Programs*.

Prairie View A&M University recognizes that sustaining quality in educational programs requires allocation of adequate financial resources to programs regardless of location or mode of delivery. The University carefully assesses adequacy of curriculum; number and quality of faculty; student support services; faculty support including training and development; and learning resources prior to extending programs beyond the main campus whether electronically or in face-to-face formats. Program development guidelines of the Texas A&M University System, the Texas Higher Education Coordinating Board, and the Southern Association of Colleges and Schools provide a framework for continuous review of program and delivery quality. *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* as adopted by the Southern Regional Education Board guide planning and assessment of Programs offered electronically (Attachment 1). The University has adopted an assessment instrument based upon the recommended format provided by the Texas Higher Education Coordinating Board Distance Education Advisory Committee in its March 18, 2002 document. Each course presented to the University Distance Learning Council for expansion of its delivery mode **must** include this assessment document. A copy of the Prairie View A&M University version of this document is included. (Attachment 2).

2. The institution evaluates the overall effectiveness of its distance and off-campus education efforts by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts.

Prairie View A&M University seeks to provide access to quality higher education to a diverse population served by the University. Programs delivered electronically or face-to-face at distant sites are designed to expand opportunities for persons among whom are those place bound by employment, family, or other responsibilities and for persons in limited access areas, including but not limited to rural, underserved areas as well as higher population regions not conveniently located near a University that offers the student's program of choice.

The University's land-grant mission compels it to create and to maintain opportunities for all persons regardless of socio-economic, ethnic or other educationally unrelated characteristic. Prairie View A&M University is a peoples' university As "*an institution of the first class,*" Prairie View A&M University commits itself to seeking to continually be relevant to the public it serves. Distance education at the University serves primarily pre-baccalaureate and graduate students, practitioners, active duty military personnel, business professionals, and students outside Texas at colleges with limited curricula in specific areas. The elimination of distance as a barrier to educational opportunity is a central element of distance education at Prairie View A&M University.

The development of distance programs at the University begins with an assessment of the market for proposed programs. The University recognizes that within an environment of restricted fiscal resources it must be an excellent steward of those resources available to it. Among the most salient market factors influencing distance education program delivery are the following:

- Rapid growth of entry level professionals in the northern suburban areas such as Northwest Houston and Montgomery County
- Economic expansion and diversity of the Gulf Coast Region
- Public school and community college growth
- Work force projections such as those identified in the Techforce 2000 Study and studies published by the Gulf Coast Quality Workforce Planning Committee as well as the Gulf Coast School Personnel Directors

The university, through its IT contractor, SunGard Collegis, is currently reviewing the market for expansion of its Masters of Juvenile Justice program.

Major assessment efforts were conducted to determine the location of remote sites for selected programs. The following pages present selected summaries of assessments that guided the offering of programs at the major Prairie View A&M University distance locations.

Table C
Site Assessments

<u>Site</u>	<u>Assessment Result</u>
<p>The University Center The Woodlands/Conroe</p> <ul style="list-style-type: none"> ✓ RN – BSN Completion ✓ BA – Sociology ✓ BASN – Social Work ✓ MEd – Educational Leadership ✓ MEd/MS Elementary Early Childhood Education ✓ MSENGR – Engineering 	<p>A study by the North Harris Montgomery Community College District’s Economic Development Center found that of the one and one-half million residents in the region, 75% had “<i>some college</i>” credits and 25% had undergraduate and or advanced degrees. Among the undergraduate programs in greatest demand were nursing, education, and social work/sociology. Given rapid growth in the school population, opportunities for teachers and mid-management education professionals were expected to expand; therefore, interest in having several universities offer graduate degree/certification programs in education ranged from high to very high.</p>
<p>Northwest Graduate Center Spring, Texas</p> <ul style="list-style-type: none"> ✓ MEd-Educational Leadership ✓ M.A.-Counseling 	<p>Houston is the nation’s fourth largest city in population. The Houston Chamber of Commerce and the Texas Workforce Commission (formerly the Texas Employment Commission) projected as early as 1980 that suburban growth in the Houston Northwest Corridor would outpace growth in any other area within the Houston SMSA. However, the 1984 economic plunge following losses in the oil industry, saw construction decline, taxes increase, and growth trends reverse. Prairie View A&M University’s extended campus offerings in education were limited during this time and students could not earn 50% or more of the work required for a degree.</p> <p>By 1990, the Houston area’s diversified economy began to reverse population trends, population again grew, real estate prospered, and the suburbs expanded. The University conducted surveys to ascertain interest in course offerings. By 1994, enrollment had doubled at extended campus sites and the University had ceased offering courses in public school facilities. It had leased a first-class central location at Compaq Headquarters. This</p>

	<p>facilitated the management, student services, and instructional services required to support offering of degree programs at distant sites. After the first five years, the Northwest Graduate Center was relocated from Compaq to the Prime Bank Facility (now Hibernia Bank) in Spring, Texas. Assessment results have revealed that the current offerings should be expanded to include business, architecture, juvenile justice, and engineering.</p>
<p>Texas A&M University Broadcast Center College Station, Texas</p> <p>✓ RN-BSN Completion</p>	<p>A preliminary survey of registered nurses employed in hospitals and other health care facilities in Washington, Brazos, Grimes, and Western Montgomery counties revealed that nurses believed having baccalaureate degrees would increase their opportunities for advancement. They were not asked whether they would enroll in a BSN Completion program if it were delivered electronically. However, a pilot was begun in 1994 and by 1997, students rated high the interactive video delivery. By 1997, approval had been granted to deliver the RN-BSN program to both the College Station and The Woodlands/Conroe sites via the Trans Texas Video Network (TTVN).</p>

After a decision, based upon a market and site assessment, is made to establish a Distance Program the University applies the same assessment of effectiveness methods for all educational programs regardless of where offered or method of delivery. Principal methods of assessment include Student Opinion Surveys (Attachment 13) on instructional quality; an “Academic Program Experience” survey (Attachment 14) administered to both undergraduate and graduate students just prior to graduation; and academic program assessments (Copyrighted) conducted every three to five years. Additionally, the Office of Career and Outreach Services assesses placement success and employer satisfaction.

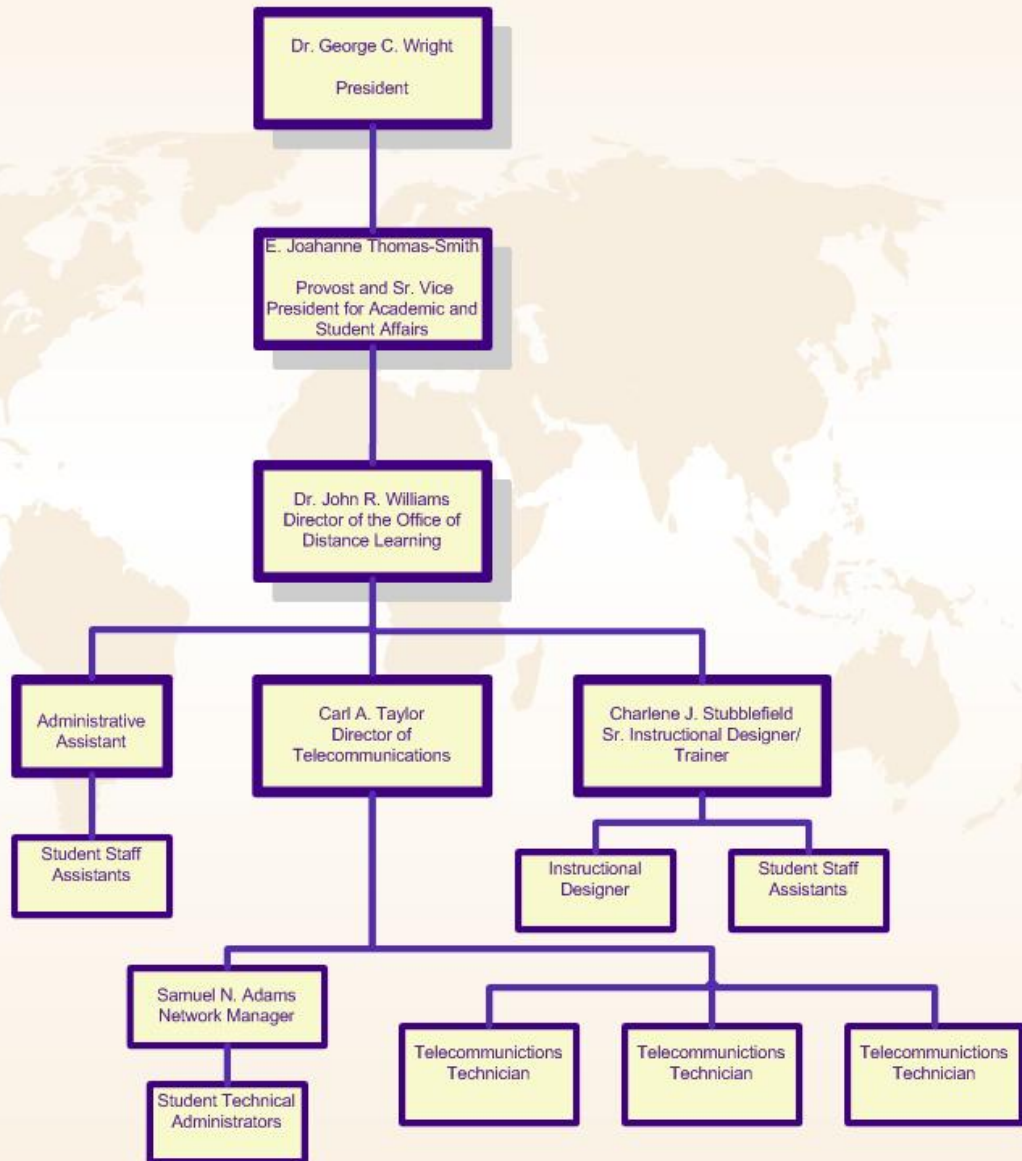
An example of the usefulness of survey results was the adoption of a required computer course for all students into the University Core Curriculum. This change was the result of graduating students’ indicating on the “Academic Program Survey” a need to increase access to more computer technology.

3. **The institution has a position responsible for distance learning and off-campus instruction that is appropriate for the institution and the size of the distance and/or off-campus educational program. Describe the placement of the position in the institution's organization and explain how this provides the appropriate oversight of programs and faculty and student support. Identify the contact person or office at the institution where questions are answered for distance learners and for others. Note changes and improvements in organizational structure to accommodate new modes of delivery and/or the blending of electronic technologies into traditional courses.**

The organizational structure for management of distance learning activities at Prairie View A&M University has evolved from a point where the Associate Provost and Associate Vice President for Academic Affairs coordinated distance education activities to establishment of a separate Office for Distance Learning headed by a Director. This office reports to the Chief Academic Officer, the Provost and Senior Vice President for Academic and Student Affairs, and is broadly responsible for certifying courses and programs, ensuring faculty quality, developing and maintaining video facilities, identifying library and learning resource needs and ensuring that appropriate notification and approvals are provided to TAMUS, THECB, and SACS. A current organizational chart for this office is shown on the following page. The Associate Vice President for Student and Enrollment Services is responsible for ensuring appropriate student support services not including library and instructional resources. The Chief Information Officer is responsible for maintenance and operation of the data network and for those elements of the administrative computing network used for delivery of distance education courses. The Information Technology (IT) department's vision is to *build and support a campus that never closes*. The IT department provides educational and administrative computing services to students, faculty, and staff. The services include: Internet, Internet 2, Web, Email, Virus Protection, Dial-up and Virtual Private Network, FTP, Wireless, Campus Web Calendar, Electronic Document Management, Student Information System, and Helpdesk operations. A team of IT professionals are also available for strategic planning, problem solving, grant and proposal writing and partnering, computer lab designs, custom reporting, disaster recovery planning, technology consulting, seminars and training. Other units with special initiatives involving distance education provide expanded capability for delivering credit and non-credit as well as continuing education courses. Coordination among the respective vice presidents and the academic deans provides oversight and quality control for special offerings.

Organizational Chart

Office for Distance Learning



4. The institution has a process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance and/or off-campus education.

The normal procedure for curriculum development or change for either courses or degree programs begins at the faculty level and occasionally includes the students. The proposal is planned and developed in the degree-granting unit and reviewed, sequentially by the departmental curriculum committee, the division and department heads in the college or school, and the dean. It is then forwarded to the University Academic Council or the Graduate Council as appropriate.

After the curriculum change proposal passes the scrutiny of either the University Academic Council or the Graduate Council, it is forwarded to the Provost and Sr. Vice President for Academic and Student Affairs for review and approval. The next step involves presidential review and approval and dispatch to the TAMUS staff. At that point, non-substantive changes are forwarded directly to the Texas Higher Education Coordinating Board for staff approval. Substantive changes must go first to the Texas A&M University System Board of Regents for approval. Upon approval, they are forwarded to the Texas Higher Education Coordinating Board for their review and approval. Notification of new programs must be made to the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Before a program may be presented in any distance mode, the program and related courses must have been through the above process and must be included in the inventory of programs and courses approved by the Texas Higher Education Coordinating Board. The program must be submitted to the Texas A&M University System Board of Regents for approval for delivery in a distance mode. Upon approval, the Texas Higher Education Coordinating Board must be notified and the proper filing made with SACS and appropriate specialized accrediting agencies. The specific procedures for adapting a course for presentation in a distance mode are contained in the document for Planning, Development, Approval and Review of Distance Education Programs.

5. The institution's admission and recruitment policies and decisions take into account the capability of students to succeed in distance education and off-campus courses and programs.

Admission requirements, advising, academic progress monitoring, and graduation requirements are the same for on-campus and distance-education students. **Currently, no distinction is made between distance-education students and on-campus students.**

Any registered student at Prairie View A&M University may choose to register for an online course. There are no special admission or recruitment policies that require students to provide evidence of capability to succeed in distance education and off campus courses and programs.

Prior to taking distance education courses, students attend a WebCT Orientation to receive training in how to login and navigate the software. They are also taught how to access discussions, send emails and start chat sessions. They have an opportunity to practice using WebCT prior to the course starting so they will not get frustrated and confused by the technology. We are also in the process of adding a link to our Distance Learning website (dl.pvamu.edu) called WebCT Video

Training which will assist students throughout the semester or help students who could not attend the orientation sessions.

6. **The institution has established requirements for satisfactory progress and graduation for distance education students.**

Prairie View A&M University requires all students to maintain satisfactory academic progress toward a degree. This policy is applied to local and distance students in a uniform manner. Additionally, satisfactory academic progress is tied to award of federal, state and local financial assistance. The Satisfactory Academic Progress Policy for financial aid is applicable to all students receiving financial aid funds during any academic semester whether courses are taken locally or at a distance.

7. **Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain if they are different from on-campus classes.**

Policies relevant to grading and transfer credentials are in place and do not differ from those applicable to on-campus classes.

A student enrolled in a distance learning class is a regularly enrolled student. The student is included on an appropriate class roster. Upon completion of the requirements for the course, the instructor reports the appropriate grade to the University registrar on-line. The Registrar creates or annotates the student's permanent transcript in the normal manner. If the student requests a copy of the transcript to be forwarded to another institution, upon payment of the normal fees, the Registrar prepares and forwards the copy in the same manner as for an on-campus student.

8. **The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act. Please describe the process.**

The Office of Testing and Disability Services is responsible for providing support to students qualifying under the Americans with Disabilities Act (ADA). This office also provides tutorial, testing, and other support for on-campus and off-campus students. They are charged with the responsibility of determining the support that is needed and arranging for coordination between the instructor and the student.

Students can access the "Resources/Policy Manual" online from the Office of Testing and Disability Services. The responsibility for achieving and maintaining program accessibility for all students who self-identify as having an officially documented disability (Rehabilitation Act, Section 504 and Americans with Disability Act) is the sole responsibility of the Office of Testing and Disability. Students are encouraged to become self-advocates; however, the Office for Disability Services provides leadership in advocating for removal of attitudinal and physical barriers that may impede successful progression toward achievement of the student's educational objectives. Students requesting service through the Office of Disability Services must submit all documentation and meet all eligibility requirements each semester. Services are determined based on individual assessment, but generally involve academic adjustments that will support the student's access to programs and services within the University.

Prairie View A&M University uses WebCT as the online course platform, which is fully ADA compliant. Training is available to faculty to insure they understand ADA compliance at it relates to distance education students.

9. **SACS and other professional credentialing agencies are notified, as appropriate. Please explain any pending communications with SACS or credentialing agencies.**

All degree programs listed in Table A of Part II of this report, were among those included in the institutional self-study prepared for the March 27-30, 2000 SACS Reaffirmation/Substantive Change Committee's visit. Current electronically and face-to-face delivered programs have been approved by the Board of Regents, Texas A&M University System and the Texas Higher Education Coordinating Board. Appropriate notifications and applicable approvals had been transmitted to the Southern Association of Colleges and Schools as required by the *Policies, Procedures, and Guidelines of the Commission on Colleges*. Projected offerings in Table B of Part II will be submitted for approval through appropriate channels.

10. **The institution has sufficient financial resources to initiate and maintain quality distance learning programs. A description of the resources follows:**

The financial resources needed to initiate and maintain quality distance learning programs are assessed prior to implementation of any program. Below is a summary of annual direct costs of operating the distance education program:

Current Costs for Distance Learning Administration

Distance Learning Administration

Staff	559,675
Training	4,319
Facilities	31,000
Operations	38,200
Instructional Equipment	34,741
Travel	7,620

TOTAL **\$671,236**

The Distance Learning Office provides faculty training and support for Distance Learning instructional activities. Its supports both compressed video (TTVN and North Star) and web-based (WebCT) efforts. The University has made a conscious effort to develop Distance Learning along a path that will maximize its investment in technology. Programs targeted for development are always high-demand programs. Faculty are regular University faculty rather than a separate adjunct corp.

Students are currently charged a distance-learning fee of \$35 per semester credit hour. This fee is charged to all distance education and electronic courses. The distance-learning fee is allocated to fund the development of new courses and to support the technology for delivery of existing courses.

Projected expansion of distance-learning will be included as a component of the University's Strategic Plan. Educational programs will be funded through schools and colleges. Administrative support for distance learning oversight will be provided to the Office of Distance Learning through the Office of the Provost and Senior Vice President for Academic and Student Affairs. Network services for delivery support will be provided by the Information Technology Services Department.

The Texas A&M University System has challenged each component of the system to participate in distance learning. Both the President and the Provost and Senior Vice-President for Academic and Student Affairs of Prairie View A&M University have expressed their commitment to distance learning. As the identification of programs and specific courses proceeds, the University Strategic Plan and the two-year course plan and the associated budget will be developed to obtain specific funding to support these activities.

It is understood that distance learning requires assignment of appropriate resources. The identified activities represent the University's continuation of existing programs and planned expansion that protects quality, uses resources responsibly, and responds to students' needs.

Distance learning and off-campus courses must eventually be self supportive through tuition and fees. The University currently requires all students taking distance learning courses to pay an additional \$35 per semester credit hour charge for distance courses. This fee is in addition to direct developmental support which is provided through the University Title III program.

- 11. The institution complies with CB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures.**

Prairie View A&M University complies with these rules. It has received no protests from other institutions because of lack of prior notification.

- 12. A procedure for calculating the cost of offering distance education courses to out-of-state students and a process for determining that fees "sufficient to cover the cost of instruction" are charged to those students are in place.**

The Distance Education program has not reached a stage of development where courses are offered to out-of-state students. All students enrolled in Distance Education courses are regularly enrolled students who might be assessed the out-of-state tuition differential because of their residence status prior to their enrollment. All courses are regular University-based courses which qualify for normal reimbursement.

Section 2: Educational Programs

- 1. The institution has procedures in place for planning, development, approval and review of quality distance education programs. Explain the process for programs (not individual courses).**

The normal procedure for curriculum development or change for either courses or degree programs begins at the faculty level and occasionally includes the students. The proposal is planned and developed in the degree-granting unit and reviewed, sequentially by the departmental curriculum committee, the division and department heads in the college or school, and the dean. It is then forwarded to the University Academic Council or the Graduate Council as appropriate.

After the curriculum change proposal passes the scrutiny of either the University Academic Council or the Graduate Council, it is forwarded to the Provost and Senior Vice President for Academic and Student Affairs for review and approval. The next step involves presidential review and approval and dispatch to the TAMUS staff. At that point, non-substantive changes are forwarded directly to the Texas Higher Education Coordinating Board for staff approval. Substantive changes must go first to the Texas A&M University System Board of Regents for approval. Upon approval, they are forwarded to the Texas Higher Education Coordinating Board for their review and approval. Notification of new programs must be made to the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Before a program may be presented in any distance mode, the program and related courses must have been through the above process and must be included in the inventory of programs and courses approved by the Texas Higher Education Coordinating Board. The program must be submitted to the Texas A&M University System Board of Regents for approval for delivery in a distance mode. Upon approval, the Texas Higher Education Coordinating Board must be notified and the proper filing made with SACS and appropriate specialized accrediting agencies. The specific procedures for adapting a course for presentation in a distance mode are contained in the document for Planning, Development, Approval and Review of Distance Education Programs. (Attachments 3 and 4)

- 2. Procedures are in place to insure student-learning outcomes, student retention and student satisfaction is comparable between the distance delivery mode and the traditional on-campus format. Please explain any differences in procedures. You are encouraged to submit existing summaries of meaningful conclusions drawn from data.**

Since the mid-1990s, the State of Texas has held institutions and agencies accountable for targeting, planning, and assessing progress toward achievement of selected performance measures that demonstrate student learning outcomes (e.g. licensure pass rates, persistence, retention). The University's state-mandated performance measures and its additional internal measures have resulted in strengthening of institutional research data compilation by the Office of Institutional Effectiveness, Research and Analysis.

On-campus and distance classes utilize the same measurement instruments and the same faculty. We have made comparisons between the on-campus and off-campus classes offered by our instructional faculty and there are no discernable differences.

Prairie View A&M University uses one tool to assess student satisfaction. The PVAMU Student Opinion Survey (SOS) is the instrument used to measure student satisfaction for both on-campus and off-campus courses. Additionally, a Customer Satisfaction Assessment is administered by the Office of Institutional Research and can be taken by faculty, staff and students. All candidates for graduation are administered the “Academic Experience in the Major” survey. This survey determines how long the student took to get their degree, did the students have access to library and other resources, and would the student recommend the degree program.

Tool/Data Source	Target Group	Frequency	Measurement
Student Opinion Survey (SOS)	Students	Semester	Increase of returning of surveys Evaluation of faculty Evaluation of course
Academic Program Experience	Graduating Students	Semester	Increase Graduation Rates Attrition rate Evaluation of program Rates of College, Department and Major
Distance Faculty Needs Assessment Survey	Faculty and Staff	Annually	
Customer Service Survey	Faculty, Staff and Students	Biannually	Increase rate of graduation,

3. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning. .

It is the responsibility of the academic department to ensure that students completing departmental courses and programs have acquired the appropriate knowledge base and competencies. Student Opinion Survey results are sent back to the instructor through the Department Head and they are used to evaluate instructor effectiveness and to modify the curriculum. Program completion rates provide an excellent measure of delivery mode effectiveness. The student retention rates in the nursing programs utilizing the compressed video technology have been as effective as the face-to-face delivery method. In addition, the “Academic Program Experience” surveys administered to all graduates, and the post-graduation Employer Satisfaction Surveys administered by the Office of Career and Outreach Services address learning outcomes and provide a measure of effectiveness.

4. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students.

All programs and courses provide for timely and appropriate interaction. Student /faculty feedback is provided through post class time, office hours, telephone calls, on-line office hours, electronic mail, and video “office hours”. The move to H.323 video has reduced the cost concerns associated with the older H.320 connection costs and made video communication possible at all times. These methods of interaction are in use for on-campus courses as well as electronic distance and off-campus courses.

The following tools are used via WebCT, which is the university’s course management system:

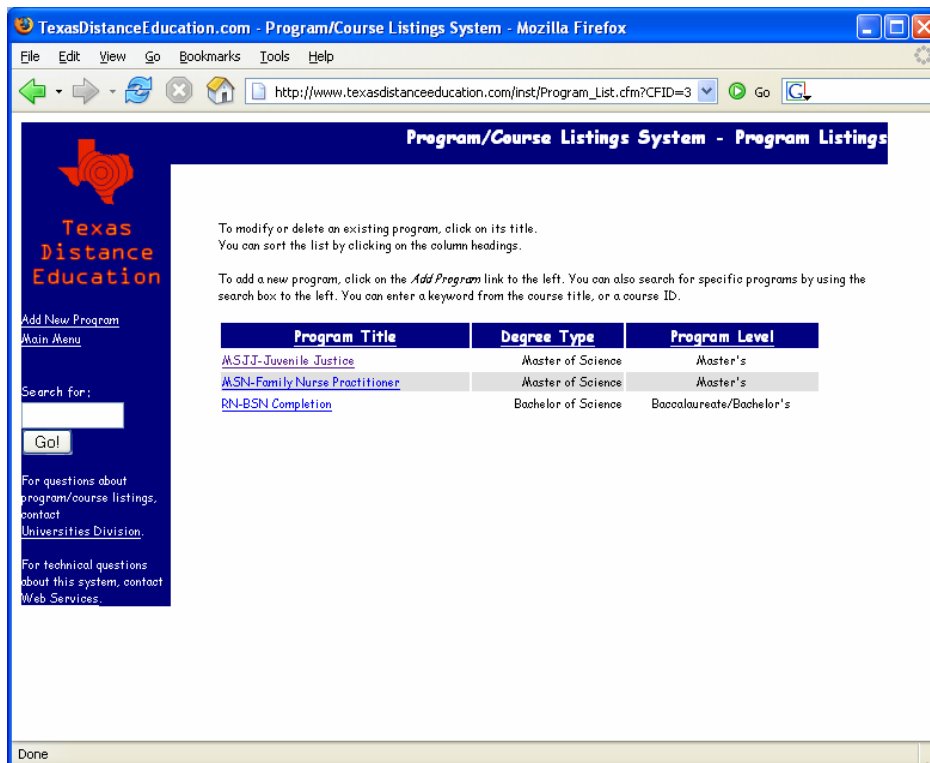
- Discussions are used to encourage students to interact with one another. The Instructor facilitates the first discussion of the semester to demonstrate to students how the process works. Students are divided into groups and one person in the group moderates the discussion. The instructor provides the discussion material. Most instructors include the discussion process as a percentage of the grading rubric to encourage students to participate. Discussion can be view by topic, author, or date. The discussion tool in WebCT allows for threaded discussion capabilities, which can be expanded and collapsed.
- Email is used to give instructors and students a way to communicate with fellow classmates. Email can only be read by students enrolled in that specific course. Interaction is encouraged because students don’t have to be concerned with remembering email address, they simply select from a list.
- Chat is another tool used for interaction. Chat is different from discussion because it requires the participants to be online simultaneously. Separate rooms can be set up for different groups.
- StudyMate® is an authoring tool that lets an instructor create 10 Flash-based activities and games using three simple templates. The activities or games are uploaded into WebCT for students to access to help reinforce learning.
- Respondus® is a powerful tool used to simplify the creation of exams for students. Exams can be used as study guides to help students interact with one another and to help them understand the depth of their knowledge.
- Student Homepages are available for distance education students to be able to learn more about each other. Student homepages are places for students to talk about their hobbies, show pictures and share personal information about themselves.
- Student Tracking allows instructors to interact with students by determine when students first log into WebCT, how often they assess WebCT .
- Calendar is also a tool for posting announcements. This tool gives access to students and instructors to post information.

5. **Appropriate security measures are in place to assure the integrity of student work and testing.**

The assurance of integrity in student work and testing is a matter of high priority. The WebCT environment offers security procedures which are utilized in the testing module. Faculty have the option of selecting various levels of security including single question delivery of examinations, pass word protection in access to exams, and IP address protection for access to exams. This protection permits a faculty member to send an exam to a single computer or to computers within a given domain. Students can be restricted to access only from a campus computer or given the option to access an exam from anywhere on the Internet. Paper examinations are handled through proctor arrangements with external entities. These arrangements might involve other University testing centers, public schools, public libraries, or other agencies which would be approved prior to the beginning of the course.

6. **All electronically delivered courses and programs are listed on TexasDistanceEducation.com**

Prairie View A&M University electronically delivered programs and courses are listed on TexasDistanceEducation.com



Section 3: Faculty

- 1. The qualifications for distance education faculty are the same as faculty teaching the same course in a traditional on-campus format. Please describe rationale applied for making exceptions.**

Criteria established in SACS Criteria 4.8 Faculty serve as a guide to establishing faculty qualifications. Exceptions are generally not made. However, as permitted by SACS Criteria 4.8.2.2 and 4.8.2.3, “Outstanding Professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation.”

- 2. The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities.**

The University’s Office for Distance Learning coordinates with the Center for Faculty Development to train faculty in converting instructional materials to be used in electronic course delivery. If travel restrictions prohibit faculty attendance at remote training centers, trainers are brought to campus. The Office for Distance Learning provides individualized training for faculty in WebCT, Respondus, Impatica, and Par Score. Training is also provided in DreamWeaver, PhotoShop, PowerPoint, and other common software packages.

As knowledge gained from experience accumulates, local instruction within departments will be provided to new faculty who express an interest in distance learning. Furthermore, as new faculty are employed, a distance learning orientation will be provided to familiarize each person with the campus-based and distant site facilities and resources available to support distance instruction. (Attachment 6)

- 3. Procedures are in place to provide for appropriate evaluation of faculty involved in the distance education program. Please describe and attach instruments.**

During the course development phase, the primary involvement of staff will be in a support role. The faculty member will be responsible for ensuring that the conversion is accomplished in a manner that maintains the appropriate instructional emphasis. During the delivery phase of on-line courses, a chat room, and an e-mail box will be available.

The evaluation of faculty is intertwined with the measurement of overall effectiveness previously discussed. The faculty member will be evaluated at the end of each semester using the Student Opinion Survey (Attachment 13) and any supplemental surveys determined to be useful in assessing varied modes of instructional delivery.

Each semester in each course offered on-campus or at distant sites, the students evaluate the instructor, the instructional materials, and the course. This process is carefully managed and results are distributed by the Office of Institutional Effectiveness, Research and Analysis. The results are forwarded to the department chair. A review is conducted in which both strengths and weakness are discussed. Serious, continuing deficiencies may necessitate faculty development. Failure of a faculty member to achieve satisfactory improvement may result in termination of employment. When on-line program delivery is initiated, faculty evaluation will be supported by maintenance of chat room schedules and electronic office hours. The number of contact hours will be monitored for both students and faculty to ascertain that the instruction delivered is essentially equivalent to that delivered on-campus. (Attachment 7)

4. Faculty have a role in development and evaluation of courses.

Faculty have the central role in the development and evaluation of courses. The required self-study document for approval of a course for distance delivery is a faculty generated document. A course, whether it is a face-to-face or a distance course, is the property of an academic department. The faculty are the stewards for that course. There is no difference placed on an electronically delivered course.

5. A policy exists that addresses teaching load for those faculty involved in distance education. Please attach the policy and explain rationale.

The development or conversion of a course for distance learning is viewed as a significant undertaking. The assigned faculty member will receive a one-course reduction for the semester in which the development/conversion occurs. In addition, the faculty member presenting the course for the first time will receive a one-course reduction. An existing, continuing distance learning course will be counted as a regular class. An attempt will be made to initially limit enrollment to twenty students per section in graduate courses and thirty students per section in undergraduate classes.

The faculty member's workload will increase as he or she plans, constructs, converts, and initially delivers courses utilizing electronic delivery. However, with experience will come a reduced time commitment; therefore, the total workload may be adjusted. (Attachment 8)

6. A process exists for evaluating the credentials of faculty employed by other institutions, who are teaching courses for which the University is awarding credit.

Deans of Schools and Colleges contracting with other organizations or institutions to offer courses are responsible for ensuring that quality is maintained. The criteria established by the University for evaluating faculty parallel those of the Southern Association of Colleges and Schools. (Attachment 9)

7. The institution has policies on intellectual property, faculty compensation, copyright guidelines and the distribution of revenue (if applicable). Summarize policies that address issues raised by distance education.

In summary, the Texas A&M University System, and the Prairie View A&M University faculty have addressed issues related to intellectual property.

Attachment 10 is the Texas A&M University System policy on *Patents* and the supporting regulation on *Management of Intellectual Property*. Existing policies grant copyright ownership to the faculty member in circumstances in which substantial State resources are not used. The issue of copyright ownership was determined by negotiation between the author and the publisher with royalties belonging to the faculty member; i.e. no ownership or claim by the University. Different negotiated arrangements could produce other outcomes. Attachment 11 is the Prairie View A&M University Procedure *Technology Mediated Instruction and Technology Mediated Materials*.

Since the use of substantial State resources seems necessary to develop or convert a course to electronic delivery format, a written *Technology Mediated Material Plan* setting forth at least the following is required:

- a) what will be developed,
- b) how it will be used,
- c) time needed for creation,
- d) resources needed from Prairie View A&M University to include; funds, space, hardware, and facilities
- e) method of dividing income from licensure or sales
- f) known conflicts of interest.

(Attachments 10 and 11)

Section 4: Student Support Services

- 1. The institution provides distance learners access to appropriate student services, such as admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and helpdesk/hot line. Please describe the support services to distance education students.**

Current programs listed in Part II, Table A, of this plan, enroll proportionally more non-traditional than traditional students. The latter are, on average, 24 years old or older and have completed some college courses before enrolling in distance education courses. These students are basically familiar with the administrative processes related to attending college. However, advisors are available to students, particularly during early and regular registration. Their e-mail addresses, campus office locations, and schedules for visiting distant sites are made available to students. Admissions and financial aid counseling are accomplished by a combination of surface mail, electronic mail, and telephonic communication. Since January 2001, electronic forms have been available via the Internet for completion and submission by the student. Academic advising is currently controlled by the department providing the instruction and will in all likelihood continue to be. As the number of courses increases within a program, a Distance Learning Adviser will be designated within each school or college offering a program.

Under the existing system, registration is an integral part of advising. Once the adviser has approved the requested courses, the student is immediately added to the appropriate course section. The student will then be sent a fee receipt, which must be paid by the designated date. The distant site student will have the same payment options as an on-campus student.

Information Technology Services maintains a 24 hour hotline for technical questions related to computer operation. This service is available to the students, as well as administrative staff and the faculty.

All testing in courses delivered electronically will be proctored. Specific rules governing the proctoring process will be developed. Test proctors must be approved in advance. The student must present a picture identification (such as a Texas Driver's license) to establish identity. If the test is taken on-line, the proctor must certify that the student took the exam in a controlled environment. Initially, the plan is for distance education students to take proctored examinations in a face-to-face setting that does not necessarily require an individual to report to the main campus.

Any student may file a resume with the Office of Career Planning and Outreach Services. Job listings will be posted to the Office of Career Planning and Outreach Services home page and made available for review by distance learners. Currently, students at off-campus sites receive notices of upcoming career fairs and are able to register to attend.

Prairie View A&M University provides the same student services for on-campus and off-campus students. PantherTracks is the university's online student services system which

provides the following services: Application for admission, check admissions status, register for classes, review financial aid awards, update personal data, review graduation information, request copies of transcripts, view schedule, view grades, view account information, make credit card payments, and view course catalogs. There is also access to Frequently Asked Questions for Students, accessibility information, and registration forms.

2. **Distance learners have access to library resources of an appropriate breadth and quality for the distance education program (s) offered. Please provide on-line address and describe.**

The library is accessible through the University's web page <http://www.pvamu.edu> for all Prairie View A&M University students. The University's John B. Coleman Library provides a number of resources for distance education students which include the following:

- Checkout privileges at other libraries participating in the TexShare consortium, using the TexShare card.
- Remote reference service by email, telephone, and fax.
- Remote electronic database access (see Table D)
- Email request process for interlibrary loans and book purchases.
- Area library borrowing (TexShare cards can be used in the Coleman library and materials can be sent to originating libraries by the TExpress shuttle.)
- Electronic versions of user guides loaded on the Library's web page

Table D

DATABASE SERVICES

PVAMU Online Database Collection

- [ABI Inform \(business\)](#)
- [Academic Search Premier](#)
- [Accounting and Tax](#)
- [ACM \(Association for Computing Machinery\)](#)
- [African American Biographical Database](#)
- [African American Poems](#)
- [AGRICOLA \(agriculture\)](#)
- [American Heritage Dictionary](#)
- [American Periodicals 1740-1900](#)
- [Anthropological Index](#)
- ArchIndex
- [Avery Index to Architecture Periodicals](#)
- [Biography Resource Center](#)
- [BUBL Journals](#)
- [Business and Company Resources](#)
- [Business Insights](#)
- [Business Source Premier](#)
- [CCH Tax Research Network](#)
- ChemVillage
- [CINAHL \(nursing\)](#)
- [Clinical Pharmacology](#)
- [Clinical Reference Systems](#)
- [Contemporary Authors](#)
- [Contemporary Literary Criticism](#)
- [CO Electronic Library](#)
- [CRC ENGnetBase](#)
- [CRC ForensicNetBase](#)
- [CRC NeuroscienceNetBase](#)
- [Criminal Justice Periodicals](#)
- [CSA Arts and Humanities](#)
- [CSA Social Sciences](#)
- [CRIS \(Agriculture\)](#)
- Datamonitor
- [Dictionary of Literary Biography](#)
- [Discovering Cultures](#)
- [Discovering History](#)
- [Discovering History](#)
- [Discovering Literature](#)
- [Discovering Multimedia Collection](#)
- [Discovering Science](#)
- [Early American Imprints \(Readex\)](#)
- EBSCOhost

- [EEVL](#) (engineering)
- [EI Compendex Web](#)
- [Emerald Management](#)
- [Encyclopedia of Materials Science and Technology](#)
- [ERIC](#) (education)
- [ERIC Digests](#) (education)
- [Expanded Academic ASAP](#)
- [Families in Society](#)
- [FEDSTATS](#) (statistics)
- FindLaw
- [FIS Online](#) (business)
- [General Reference Center Gold](#)
- [Health and Wellness Resources](#)
- [Health Reference Center](#)
- HeritageQuest
- [Hoovers](#) (business)
- [IEEE](#) (engineering)
- [Index to Music Periodicals](#)
- Infotrac [Newspapers](#)
- Infotrac [One File](#)
- [INSPEC](#) (engineering)
- [International Index to Black Periodicals](#)
- InterScience
- [Issues and Controversies](#)
- [JSTOR](#)
- [Kluwer Journals](#) (now called [SpringerLink](#))
- [Lexis-Nexis](#)
- [Literature Online](#)
- [Literature Resource Center](#)
- Masterfile [Premier](#)
- [Math](#) Reviw
- [MathSci Net](#)
- [Medline](#)
- [Military Science and Government](#)
- [MLA Bibliography](#)
- [Multimedia Gallery](#)
- [National Academy of Sciences](#)
- [National Criminal Justice Reference Service Abstracts Database](#)
- [National Organization for Research](#)
- [Nauka Science](#)
- [New York Times](#)
- Newsbank (national newspapers)
- [News 1940-1979](#)
- [News \(Reuters\)](#)
- [Newspaper Source](#)
- [NSSN](#) (engineering)
- [Occupational Outlook Handbook](#)
- [Organisation for Economic Co-operation and Development](#)
- OmniFile
- [PAIS](#)
- [Periodicals Content Index](#)
- [The Philosopher's Index, 1940-2004](#)
- [Physical Review A-E](#)

- [Physical Review Letters](#)
- [\(PNAS\) Proceedings of the National Academy of Sciences](#)
- [Population Index](#) (statistics)
- [Primary Sources in U.S. History](#)
- [Professional Development Collection](#)
- [Project MUSE](#) (humanities)
- Proquest
- PsycArticles [\(APA\)](#)
- PsychInfo
- [Regional Business News](#)
- [Research Library](#)
- [Review of Modern Physics](#)
- [Sage Criminology](#)
- [Science Direct](#)
- [Social Science Journals](#)
- [Sociological Collection](#)
- [Source OECD](#)
- SpringerLink
- StatRef! (contains information from books)
- [STAT-USA/Internet](#) (statistics)
- [Statistical Abstract of the U.S.](#)
- [Student Resource Center](#)
- [Texas Almanac](#)
- [Texas Newspapers](#)
- [Today's Science](#)
- [Topic Search](#)
- [Value Line](#)
- ViVa [Women's History Journals](#)
- [Web of Science](#)
- [Westlaw](#)
- [Wilson OmniFile_](#)
- [World Almanac](#)
- [World History](#)
- [World News Encyclopedia](#)
- [World News Special Features](#)

Section 5: Distance Education Facilities and Support Services

1. The Institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe.

Table F shows the hardware capabilities of the equipment that deliveries Distance Learning at Prairie View A&M University.

Table F					
PRAIRIE VIEW A&M UNIVERSITY HARDWARE CAPABILITIES					
Type	Location	No.	Networks	Interface	Capabilities
Polycom VS 4000	John B. Coleman Library	1	TTVN	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	Wilhelmina Delco Bldg 308.	1	TTVN, North Star	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	Hobart Taylor Bldg.	1	TTVN, North Star	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	S.R. Collins Bldg.	1	TTVN	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	S. R. Collins Bldg.	1	North Star	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	Cooperative Agriculture Research Center	1	North Star	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VS 4000	Houston Nursing	2		IP, ISDN and	Premium video capabilities, supports up to (4) video

	Center		TTVN, North Star	mixed networks.	monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VSX 8000	New Science Building	1	North Star	IP, ISDN and mixed networks.	Professional grade audio/video capabilities, uses the industry's most advance video technologies. Integrated SoundStation VTX 1000 for superior sound and calling. Dual Channel Siren 14 technology.
Tele-Pho-See	APAA Office	1	North Star	IP	Internet/IP Videophone for the desktop with video answering machine, touch screen and PSTN connectivity
Polycom VS 4000	Northwest Graduate Center	2	North Star, Pub Net	IP, ISDN and mixed networks.	Premium video capabilities, supports up to (4) video monitors, 2 Mbps support over IP and ISDN, extensive support for auxiliary cameras, and VCR's/DVD.
Polycom VSX 8000	Wilhelmina Delco Bldg.	1	North Star,	IP, ISDN and mixed networks.	Professional grade audio/video capabilities, uses the industry's most advance video technologies. Integrated SoundStation VTX 1000 for superior sound and calling. Dual Channel Siren 14 technology.
MCG 100	New Science Bldg.	1	North Star,	IP, ISDN and mixed networks. 10/100 Ethernet PRI T1 CAS	High End multipoint video gateway used for multipoint video/audio conference and bridging. Connected to the IP banckbone (H323 conferencing/bridging), (2) ISDN (H320 conferencing/bridging) and POTS for audio conferencing.
Visual Concert	All VS 4000 and VSX 8000 systems except Delco 308, COOP Extension and the Library	8	North Star,	Connect directly to the CODEC via the VGA port.	Shares data from the PC, can connect to dedicated PC or a laptop directly to the VGA connection on the back of the CODEC. Data files, presentations, movie files, graphics and other documents can shared to all site connected within the conference.
Elmo EV2000AF	All VS 4000 and VSX 8000 systems except Delco 308, COOP Extension and the Library	8	North Star,	SVHS, Composite	Built-in close-up lens, 12X optical zoom, 24X electronic. Auto/manual focus
Instructor Station	All VS 4000 and VSX 8000 systems except Delco 308, and	9	North Star, Campus net Internet	IP(Ethernet)	Stations are a variation of P4 2 gig + with DVD players and Windows XP.

	the Library				
Gateway E series (PC)	Nursing and Northwest Graduate Center		North Star, Campus net Internet	IP(Ethernet)	Stations are a variation of P4 2 gig + with DVD players and Windows XP.
PC Clone Series	Hobart and New Science	80	North Star, Campus net Internet	IP(Ethernet)	Stations are a variation of P4 2 gig + with DVD players and Windows XP for student use for hands on purposes or class participation

The video systems that deliver online learning also include at least (2) cameras supporting microphones/speakers, projectors, screens, DVD/VCRs and various TV monitors and or Plasma displays. Once classes are being broadcasted and delivered via the video system or multipoint switch, there exists a Video Conferencing Technician at each of the remote sites and technical support on the main campus.

Table G shows the software that is used to support Distance courses at Prairie View A&M University.

Table G PRAIRIE VIEW A&M UNIVERSITY SOFTWARE CAPABILITIES		
Software	Version	Type
WebCT Campus Edition	4.X	Course management system
Respondus	3.5	Tool for creating and managing exams and published to WebCT
StudyMate	1.5	Authoring tool to create Flash-based activities that can be published to WebCT
LockDown Browser	1.0	Custom browser that locks down the testing environment within WebCT.

Currently, the primary method of electronic delivery of distance learning courses are via compressed video and the Internet using WebCT. Site licenses exist for the above software products and are renewed annually to ensure that the releases are up to date and supported. There are two WebCT specialists whose primary focus is to support the faculty in development, and configuration of these applications.

The University assumes that all hardware and software used for the delivery of online learning is more than capable of delivering a superior educational product to each learner. Through provision of a Director of Distance Learning and technical support staff which includes, (4) Video Technicians, Network Manager, Telecommunications Manager, Senior Instructional Designer, and an Instructional Designer, the University has taken a proactive approach in the area of online learning.

The University is committed to remain in the forefront of technology by keeping all of its systems up to date and upgraded and/or replaced when necessary.

Brief Overview of Nursing Facilities

Nursing classes in Houston are currently delivered at the Nursing Center. Compressed Video classes are offered primarily in Room 1036 which is pictured below. This room will accommodate 26 students. This room is also used for face-to-face classes.



Room 1036
Nursing Center
Houston, Texas
(View from front side to rear side)



Room 1036
(View from Back of Room)



Room 1036
(View from Instructor's Podium to right side)

Additional Nursing Center Delivery Site

In addition to the main classroom, the center also transmits and receives video classes from Room 1038 pictured below.



Distance Learning Classroom Room 1038
(Will support 25 students)



Distance Learning Classroom Room 1038 another View



Computer Classroom

(MUST be included to provide student access to University Student and Library Services as required by SACS)



Another view of Student Computing Laboratory



Another Student Computing Laboratory

Brief Overview of Northwest Facilities

Classes in northwest Houston are currently delivered at the Northwest Graduate Center. Compressed Video classes are offered primarily in Room 5 which is pictured below. This room will accommodate 60 students. The room can as be used for face-to-face classes.



Room 3
Northwest Graduate Center
Houston, Texas
(View from front to rear)



Room 3
(View from Back of Room)



Room 3
(View from Instructor's Podium to right side)

Additional Northwest Delivery Site

In addition to the main classroom, the center also transmits and receives video classes from Room 5 pictured below.



Distance Learning Classroom Room 5
(Will support 30 students)



Distance Learning Classroom Room 5 another View



Computer Classroom

(MUST be included to provide student access to University Student and Library Services as required by SACS)



Another view of Student Computing Laboratory
(Room could be easily configured as a Video Site if necessary)



Another Student Computing Laboratory

Brief Overview of Dallas Facilities

Classes in Dallas are currently delivered on the campus of Paul Quinn College. Classes are offered primarily in Room 108 of the Science Building which is pictured below. This auditorium style facility will accommodate 176 students. The room can be made capable of receiving video delivered classes.



Room 108
Science Building
Paul Quinn College
(View from 2nd Level Entry)



Room 108
(View from Back of Room)



Room 108
(View from Instructor's Podium)

Additional Dallas Delivery Site

The Urban League of Greater Dallas and North Texas Site is very close to the Paul Quinn site. It offers the convenience of central location, adequate parking, handicap compliance, and close proximity to rapid transit. In addition to the proposed three classrooms, the University has negotiated access to the Computer Laboratories, and an office for faculty use. The facility offers a very comparable setting to the Houston NW Graduate Site.



Dallas Urban League
4315 S. Lancaster Road
(Directly Across from VA Hospital)
[The tracks in the foreground support the Dallas Area Rapid Transport (DART)]



Distance Learning Classroom
(Will support 32 students)



Urban League Board Room
(Will support approximately 30 students. Mobile Videoconferencing Unit Available)



Another view of Board Room



Large Classroom

(Can be easily configured to handle 60 to 80 students. Room can be easily configured for videoconferencing.)



Another view of Large Classroom Facility



Computer Classroom

(MUST be included to provide student access to University Student and Library Services as required by SACS)



Another view of Student Computing Laboratory

(Room could be easily configured as a Video Site if necessary)

Currently, the primary methods of electronic delivery of distance learning courses are via compressed video and the Internet using WebCT. The university is connected to other institutions via the Trans Texas Video Network (TTVN) and the North Star Video Network. A connection is also maintained for via ISDN (Integrated Services Digital Network)

through the Southwestern Bell Telephone (SWBT) PubNet. The videoconferencing equipment used for compressed video at Prairie View A&M University is primarily Polycom. This equipment includes codecs and an MGC 100 video switch. The switch supports both H.323 and H.320 connections as well as providing audio conferencing and T.120 support. The University had the videoconferencing codecs listed in the table on the following page.

Each one of the current sites has a codec with two to four monitors; a VCR/DVD; a document camera; a Scan converter; a Touch Panel; two audience cameras; six to ten microphones; and four to six speakers.

Table E				
PRAIRIE VIEW A&M UNIVERSITY CODECS				
<u>Type</u>	<u>Location</u>	<u>No.</u>	<u>Networks</u>	<u>Upgrade</u>
<u>CURRENT</u>				
a. Polycom	John B. Coleman Library	1	TTVN	None
b. Polycom	Wilhelmina Delco Bldg.	1	TTVN, North Star	None
c. Polycom	Hobart Taylor Bldg.	1	TTVN, North Star	None
d. Polycom	Samuel B. Collins Bldg.	1	TTVN	None
e. Polycom	Samuel B. Collins Bldg.	1	North Star	None
f. Polycom	Cooperative Agriculture Research Center	1	North Star	None
g. Polycom	Houston Nursing Center	1	TTVN, North Star	None
h. Picture Tel	New Science Building	1	North Star	None
i. Tele-Pho-See	VPAA Office	1	North Star	None
a. Polycom	Northwest Graduate Center	2	North Star, Pub Net	None
<u>PROJECTED</u>				
a. Polycom	Wilhelmina Delco Bldg.	2	North Star,	None

Many faculty members are in the process of developing web-based courses. Two dedicated servers support the campus WebCT environment. A development server supports faculty training and course development activities.

The University network has been upgraded to switched gigabit capacity. Most campus buildings and student residence areas have wireless access.

2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. A description of those arrangements is as follows:

Appropriate school and agency sites have been identified to support Counseling and Social Work students' practicum courses and internships. Additionally, clinical sites and qualified preceptors to support students in the Master of Science in Nursing – Family Nurse Practitioner program have been identified. In short, actual clinical settings support student learning regardless of mode of didactic course delivery. There is no discernible difference between facilities and methodologies being used for either on-campus or off-campus programs.

Attachments

Attachment # 1

PRINCIPLES OF GOOD PRACTICE FOR ACADEMIC DEGREE AND CERTIFICATE PROGRAMS AND CREDIT COURSES OFFERED ELECTRONICALLY

Adopted July 1997

BASIC ASSUMPTIONS

Several assumptions are central to these principles:

The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.

The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.

The "institution" may be a single institution or a consortium of such institutions. 4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.

It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.

Institutions offering programs or for-credit courses are responsible for satisfying all in- state approval and accreditation requirements before students are enrolled.

CURRICULUM AND INSTRUCTION

Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded-

A degree or certificate program or course offered electronically is coherent and complete.

The program or course provides for appropriate interaction between faculty and students and among students-

Qualified faculty provides appropriate oversight of the program or course that is offered electronically.

Programs or courses offered electronically are offered on the campus of the institution where the programs or courses originate.

Academic standards for all programs or courses offered electronically would be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

The program or course is consistent with the institution's role and mission.

Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

Program or course announcements and electronic catalog entries provide appropriate information.

The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student, interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

The program or course provides faculty support services specifically related to teaching via an electronic system.

The institution assures appropriate training for faculty who teaches via the use of technology.

The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

The institution ensures that appropriate learning resources are available to students.

The institution evaluates the adequacy of and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

The institution evaluates the programs or courses educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

Please list all required textbooks and supplements:

Title:
Author:
Publisher:
ISBN #:

Title:
Author:
Publisher:
ISBN #:

Title:
Author:
Publisher:
ISBN #:

TECHNICAL REQUIREMENTS

Provide the name of the platform if the course has not been developed on WebCT (for example, VCampus, Blackboard, Web Course in a Box, etc.)

Discussion/Chat:

Asynchronous (threaded discussion) Synchronous (live chat)
Additional Information

Audio:

Number of segments Length of longest segment

Method of Delivery

(streaming via RealAudio, Quicktime or other; delivered on CD-ROM, etc.)
Additional Information

Video:

Number of segments Length of longest segment
Method of Delivery
(streaming via RealMedia, Quicktime or other; delivered on CD-ROM, etc.)
Additional Information

Content-Hosting:

Will content be hosted on a server residing at this campus? Yes No

If No, please indicate why this choice was made:

URL Link:

Please provide the URL where the course will reside.

COURSE COPYRIGHT AND PERMISSIONS

In any case where the course author(s) contribute copyrightable expression, the course author(s) warrant that they are the only owner(s) of the copyrightable expression and have full power and authority to make this agreement; and that the course materials do not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.

Name(s) of course copyright holder(s):

Have you confirmed that the course materials that were not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?

Yes In Process No

If not, have you acquired permission to use or link to the materials?

Yes In Process No

Additional Information/Comments:

PRINCIPLES OF GOOD PRACTICE SELF-STUDY

The *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically* were developed by the Western Interstate Commission for Higher Education and adopted by the Texas Higher Education Coordinating Board. These Principles provide an outline for consideration when developing, teaching or evaluating the quality of electronic instruction. Therefore, the college requires this self-study as an assurance that all distance courses offered by the college meet these guidelines. (Throughout the following pages, the Principles are in bold.) It is not necessary for you to provide a positive response to each question. However, these questions should indicate course attributes you may want to add, areas that you may wish to improve or further develop, and issues to be addressed during instruction.

Certain assumptions are central to the Principles of Good Practice as well as this self-study:

- 1. The program or course offered electronically is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the program or course originates.**
- 2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically.**
- 3. The "institution" may be a single institution or a consortium of such institutions.**
- 4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.**
- 5. It is the institution's responsibility to review educational programs and courses it provides electronically and certify continued compliance with these principles.**
- 6. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.**

PRINCIPLES OF GOOD PRACTICE: CURRICULUM AND INSTRUCTION

1. The program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

Yes No

Degree or certificate (if applicable)

2. The degree or certificate program or course offered electronically is coherent and complete.

Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if needed.

Yes No

b. The course includes(* required):

- introduction..... Yes No
- instructor biographical information Yes No
- syllabus, details of course content or course menu * Yes No
- information about course and course logistics..... Yes No
- information about course policies and procedures..... Yes No
- learning objectives..... Yes No
- reading list, bibliography and/or external references..... Yes No
- course dates and deadlines..... Yes No
- specific instructions on assignments..... Yes No
- email address for instructor..... Yes No
- pages of content
- graphical and multimedia elements Yes No
- technical drawings, tables, etc..... Yes No
- PDF and other downloadable files..... Yes No
- links to other web sites..... Yes No
- interactive exercises..... Yes No
- evaluation instruments..... Yes No
- link to online conferencing..... Yes No

- technical support information or link..... Yes No
- technical requirements for the course..... Yes No

3. The program or course provides for appropriate interaction between faculty and students and among students.

a. Interaction with and among students is achieved through (check all that apply):

- Asynchronous discussion Synchronous chat
- Team projects Individual email
- Group email Audioconference
- Students post projects/assignments online for review by faculty or other students
- Other

b. Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback is defined or outlined in the syllabus or course menu.

- Yes No
- Additional information

4. Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

a. Faculty member(s)s meet SACS requirements.

- Yes No

b. When teaching the course, the faculty member will be available to support and communicate with the students and oversee student progress and evaluation.

- Yes No
- Additional information

c. Is this course self-paced or is the student's progress defined by the instructor (for example, are there deadlines for discussion participation, quizzes, tests or assignments)?

d. Will this course be a part of or in addition to the faculty's normal teaching load?

5. Programs or courses offered electronically are offered on the campus of the institution where the programs or courses originate.

a. Is this course part of the on-campus course inventory?

Yes No

b. Is this course also taught on-campus in a traditional format?

Yes No

6. Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

Yes No

7. It is anticipated that student learning in the online course will be comparable to student learning in courses offered at the campus where the program or course originates.

Yes No

Additional information

PRINCIPLES OF GOOD PRACTICE: INSTITUTIONAL CONTEXT AND COMMITMENT

ROLE AND MISSION

1. The program or course is consistent with the institution's role and mission. Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Yes No

Additional information

STUDENTS AND STUDENT SERVICES

2. Program or course announcements and electronic catalog and schedule entries provide appropriate information (about course and services).

Yes No

3. The program or course provides students with clear, complete, and timely information on:

a. the curriculum

Yes No

b. course and/or degree requirements

Yes No

c. nature of faculty/student interaction

Yes No

d. assumptions about technological competence and skills

Yes No

e. technical equipment requirements

Yes No

f. availability of academic support services

Yes No

g. financial aid resources, and costs and payment policies

Yes No

4. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

a. Technical support will be provided: Yes No

If yes, provider will be:

How will students access the support?

What hours/days of the week will support be provided?

b. Student advising will be provided: Yes No

How will students access the advisor?

5. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

Yes No

6. Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Yes No

FACULTY SUPPORT

7. The program or course provides faculty support services specifically related to teaching via an electronic system.

a. Will the course be reviewed for revisions at regular intervals?

Yes No

b. Will production and instruction design support be provided for revisions?

Yes No

c. If major revisions or additions will take place during the semester in which the course will first be offered, please provide details.

d. If major revisions or additions take place during future semesters while the course is being taught, please provide details.

8. The institution assures appropriate training for faculty who teach via the use of technology.

a. What training have faculty received? (Please check all that apply.)

Online course development training

Online instruction training

In-house (on campus) training

Outsourced training

Previous Institution

Provide additional information as needed:

b. Will opportunities for additional training on online course development and instruction be offered to faculty?

Yes

No

Additional information

9. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Yes

No

Please describe

RESOURCES FOR LEARNING

10. The institution ensures that appropriate learning resources are available to students.

Yes No

11. The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Yes No

COMMITMENT TO SUPPORT

12. Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

Yes No

Additional information

13. The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

Yes No

Additional information

PRINCIPLES OF GOOD PRACTICE: EVALUATION AND ASSESSMENT

1. The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

Yes

No

2. At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

a. Student evaluation is achieved through:

Quizzes Tests Written assignments/projects/journaling

Group assignments Participation in discussions/chats

Additional information

FACULTY AND COMPONENT COMMITMENT/APPROVAL

This signature page must be completed and returned to the Office for Distance Education with the Self-Study. It should be completed and signed by the instructing faculty member, the chair of the Departmental Curriculum Committee, the Department Head, and the Dean of the College.

FACULTY COMMITMENT (to be completed by instructing Faculty)

The answers to the questions in the self-study above are accurate and truthful. All efforts have been made to insure that copyright permissions have been obtained.

Instructor Date

DEPARTMENTAL CURRICULUM COMMITTEE (to be completed by the Committee Chair)

The answers to the questions in the self-study above are accurate and truthful.

Chair, Departmental Curriculum Committee Date

DEPARTMENT APPROVAL (to be completed by the Department Head)

The answers to the questions in the self-study above are accurate and truthful. I also understand that it is my responsibility to monitor this class to assure that University standards for classroom contact hours are adhered to.

Department Head Date

COLLEGE APPROVAL (to be completed by the Dean)

I have reviewed the self-study and concur with the recommendation from the Department.

Dean Date

Attachment #3

PLANNING, DEVELOPMENT, APPROVAL AND REVIEW OF DISTANCE EDUCATION PROGRAMS

Procedure Reference Number: DL 1.0

Effective Date: September 1, 2001

Subject: Planning, development, approval and review of distance education programs

Introduction:

The purpose of this procedure is to provide guidance to individuals wanting to convert existing programs (or develop new programs) for delivery using some form of distance learning. Distance learning exists when the majority of the instruction occurs when the student and instructor are not in the same physical setting. A **class** is considered a distance education class if students receive more than one-half of the instruction at a distance. A **program** is considered a distance education program if the student may complete more than 50% of the program away from the main campus of the University.

General Provisions:

Before a program may be presented in any distance mode, the program and the related courses must be included in the inventory of programs and courses approved by the Texas Higher Education Coordinating Board (THECB)

Before a program may be presented in any distance mode, the program must be approved for distance learning by the Board of Regents of the Texas A&M University System (Regents); the THECB must be notified; and the appropriate filing made with the Southern Association of Colleges and Schools (SACS) and any other accrediting agencies which are concerned with the particular degree or program.

Before a specific course may be presented in any distance mode, the course must be approved for distance learning by the Provost and Vice President for Academic Affairs.

The President appoints the University Distance Learning Council. The council has representation from each academic college or school, each special activity that has a mission of education using distance-learning technologies, and the Student Government Association. The council is responsible for assuring that both programs and courses are developed in compliance with the approved distance learning procedures.

On a schedule to be determined by the Provost and Vice President for Academic Affairs, the University Distance Learning Council shall review each existing distance learning program and recommend any needed modifications.

Nothing in this procedure changes the administrative structure of the academic unit responsible for administering the degree or program.

Specific provisions:

The Provost shall approve a Coordinator for each program to be offered via distance learning. A Coordinator may supervise the conversion of multiple programs.

The Coordinator is to determine the sequence of course conversions and identify faculty trained for distance education that will provide instructional materials for each course.

The Coordinator will provide assistance to the distance education instructor as needed.

Upon conversion of an appropriate number of courses, the Coordinator is to request review of the program by the University Distance Learning Council.

Upon satisfactory review of the program, the Council will recommend that the Provost certify compliance with the Principles of Good Practice and request approval from the President and the Regents to offer the program.

Upon approval of the Regents, the Provost is to notify the THECB, SACS, and any interested accrediting agency of the commencement of the program.

The Coordinator, in cooperation with the academic department, is to file the necessary documents to meet the requirements of the accrediting agencies.

At appropriate intervals as determined by the Provost, the Coordinator is to provide the University Distance Learning Council reports, evaluations, and other information needed for the review of a specific program.

Atch: Mission and Duties of the University Distance Learning Council

Attachment #4

PRAIRIE VIEW A&M UNIVERSITY UNIVERSITY DISTANCE LEARNING COUNCIL

Mission and Duties

Mission: The University Distance Learning Council at Prairie View A&M University is dedicated to support of the overall mission of the university in providing excellence in teaching, research, and service. It is designed to augment and support the traditional face-to-face mentoring and teaching methodologies that have traditionally been successfully utilized. It is charged with developing and maintaining the rules, procedures and guidelines that will allow faculty and staff to gain and maintain distance education skills for the purpose of providing educational access to students who have traditionally been unserved and under-served in the State of Texas and who elect to enroll in distance learning courses and programs.

Composition: The President appoints the members of the University Distance Learning Council. Each academic college or school is entitled to one representative. Each special activity that has a mission of education using distance-learning technologies is entitled to one representative. The Student Government Association is entitled to one representative. The Associate Provost and Associate Vice President for Academic Affairs and the Assistant Vice President for University Operations and Director of Information Technology Services are ex-officio members. The Executive Secretary to the Associate Provost is the permanent, non-voting Recording Secretary for the council. The chairperson and co-chairperson are elected annually by the membership. The Associate Provost and Associate Vice President for Academic Affairs acts as chairperson in the event that the chairperson and co-chairperson are absent. The council reports and makes recommendations concerning distance-learning activities to the Provost and Vice President for Academic Affairs. Members should be selected from those faculty members who are active in distance learning or are preparing to embark upon distance learning activities.

Meetings: The University Distance Learning Council meets on the second or fourth Thursday of each calendar month during the academic year at the time agreed upon. The council does not meet during September or January during the regular academic year. The council meets as required during the summer semester.

Duties:

General:

- The Council develops and recommends to the Provost for adoption rules, procedures and guidelines that aid the employment of distance learning technologies that support the mission of the University.
- The Council seeks and recommends incentives that allow the faculty and staff to gain and maintain distance education skills.
- The Council encourages and recommends the development of programs and courses that provide educational access to students who have been traditionally unserved or underserved and who elect to participate in distance education programs

Curriculum:

- Recommend programs and courses that have been developed in compliance with the approved distance learning procedures.
- Perform periodic reviews of existing distance learning programs and recommend modifications where necessary.
- Review developing distance-learning programs at specified landmarks.
- Recommend certification of programs to the Provost.
- Evaluate adequacy of externally developed materials.
- Review all proposals for course development for distance learning.

Faculty:

- Recommend opportunities for training of faculty prior to development of distance learning courses and programs.

Where appropriate, recommend waivers of formal training based upon extensive experience and expertise.

Staff:

- Recommend opportunities for training of support staff on specific delivery methods and modes.
- Determine the type of experience desired in new hires of support staff for distance learning activities.

Resources:

Perform a periodic review of each memorandum of agreement (MOA) covering a distance learning activity.

- Perform periodic review of the adequacy of resources assigned to distance learning activities.

Identify hardware, software and training requirements and costs.

Attachment #5

EVALUATION OF OTHER ORGANIZATION'S INSTRUCTIONAL MATERIALS

Procedure Reference Number: DL 4.O

Effective Date: September 1, 2001

Subject: Evaluation of Other Organization's Instructional Materials

Introduction:

It is appropriate to incorporate instructional materials into a distance education course that were not developed by the Prairie View A&M University faculty assigned to teach the course. The instructional materials may be separately purchased, part of a textbook adoption, or otherwise provided. The Texas Higher Education Coordinating Board requires a review of the materials prior to incorporation into a distance-learning course. The purpose of this procedure is to provide guidance on the review process. The materials proposed for adoption must be acceptable to the members of the departmental curriculum committee, the department head, and the dean, in turn.

General Provisions:

The primary responsibility for determining the merits of all course materials rests with the course instructor.

Adopted materials are subject to the same evaluation process as developed materials.

Specific Provisions:

During the course development stage, the instructor is to provide the University Distance Learning Council appropriate information concerning all proposed instructional materials.

The University Distance Learning Council is to incorporate the review of adopted materials as part of its general review of course materials, prior to submitting a recommendation to the Provost.

Attachment #6

FACULTY ORIENTATION/TRAINING FOR DISTANCE LEARNING

Procedure Reference Number: DL 2.O

Effective Date: June 1, 2001

Subject: Faculty Orientation/Training for Distance Learning

Introduction:

The purpose of this procedure is to provide guidance to both faculty and trainers concerning the expected level of competence necessary to prepare and present distance learning instructional materials.

General Provisions:

1. Nothing in this procedure is to be construed to prevent faculty from continuing to develop materials and conduct on-campus classes in accordance with the traditional guidelines of the University or to restrict academic freedom.
2. It is anticipated that a developer of course materials for a distance delivered course will be eligible to receive various degrees of financial support and use various University resources.
3. Before the commitment of resources is authorized, the instructor must demonstrate to the Distance Learning Coordinator that he or she is competent to develop distance learning instructional materials.

Specific Provisions:

The relevant department chair or equivalent, for a program is to identify faculty who have been teaching an on-campus course or who have the credentials to teach the course who are interested in voluntarily participating in the distance learning instructor training and subsequent course development.

After an academically qualified individual has been identified, a training schedule will be developed by the Distance Learning Coordinator using either Prairie View A&M University, Texas A&M University System, or some other trainer and facilities as appropriate for the nature of the course and the existing knowledge and skills of the individual.

The Distance Learning Coordinator will maintain a listing of faculty and technical staff who have completed training in Distance Education delivery or who acquired the training experientially.

Attachment #7

EVALUATION OF DISTANCE LEARNING FACULTY

Procedure Reference Number: DL 6.O

Effective Date: September 1, 2001

Subject: Evaluation of Distance learning Faculty

Introduction:

In accordance with established policy for all faculty, periodic evaluations are required of faculty engaged in distance learning.

General Provisions:

Students will evaluate faculty for each course. The Office of Institutional Effectiveness, Research & Analysis Evaluations will analyze the responses to the evaluations.

The results will be routinely forwarded to the faculty member concerned through the Head of the academic department controlling the course.

Specific Provisions:

1. The basic survey instrument used by the Director, IERA is the Student Opinion Survey.
2. The current Student Opinion Survey allows up to five supplemental questions to be added to the form. Supplemental questions may be used covering at least the following topics:

Clarity of the material offered via electronic means,
Sufficiency of technical support provided by instructor and/or staff,
Sufficiency of instructional support provided by instructor.

3. The Distance Learning Coordinator will schedule and chair a peer review session in which the distance-learning faculty discusses problems and shares ideas for improving delivery techniques.

Attachment #8

ESTABLISHMENT OF TEACHING LOAD FOR DISTANCE LEARNING FACULTY

Procedure Reference Number; DL 7.0

Effective Date: September 1, 2001

Subject: Establishment of Teaching Load for Distance Learning Faculty

Introduction:

The impact of planning and/or delivering a technology-mediated class will vary. It is generally accepted that during the development or conversion phase the workload will increase. Since neither the University nor the faculty has direct experience in web based distance learning, the faculty member's workload will be adjusted based on the facts and circumstances surrounding a particular course. In general, the faculty member will be supported in the development and delivery of distance courses.

General Provisions:

In recognition of the fact that the time requirements for development of a technology mediated instruction vary; the developer will be allocated resources appropriate for the mode of delivery.

Specific Provisions:

After receiving a favorable recommendation from the University Distance Learning Committee in support of the development of a course, the Distance Learning Coordinator will forward a proposed budget to the Provost.

The budget proposal will provide for a course reduction for the Instructor.

After a course has been developed and approved for listing in the schedule of classes, the Instructor will receive a one-course reduction the first time the course is actually delivered by the Instructor as a distance-learning course.

The distance class enrollment is to be limited to not more than twenty students per section for a graduate course or thirty students per section for an undergraduate course.

In semesters following the initial offering, the distance course is to be considered in the same manner as on-campus courses in determining the teaching load of an instructor.

Attachment #9

EVALUATION OF CREDENTIALS OF OTHER INSTITUTION'S FACULTY

Procedure Reference Number; DL 5.0

Effective Date: September 1, 2001

Subject: Evaluation of the Credentials of Other Institution's Faculty

Introduction:

There may be situations in which an individual employed by another institution is teaching a distance-learning course for which the University is awarding credit. The purpose of this procedure is to provide guidance concerning the verification of the qualifications of the instructor.

General Provisions:

1. It is anticipated that the "contracting" for the services of an individual employed by another institution will be a rare and infrequent event.
2. Under a normal situation, the individual would be teaching the course for the institution that is the employer and the student would transfer credit to the home institution.
3. The contract for services is to be initiated by the head of the academic unit, which will be granting credit for the course.
4. All contracts and agreements must follow the normal contract review process and be approved by the President or his designee.

Specific Provisions:

If the individual is employed as a member of the faculty in an institution accredited by SACS, or another regional accrediting agency, and would be teaching within the individual's professional field, no further review of credentials is needed.

If the individual does not qualify under item four above, the head of the academic unit is to review the credentials of the instructor and approve the appointment for each course to be taught.

If the individual is using instructional materials, which were not developed under the supervision of the University Distance Learning Council, appropriate documentation is to be submitted to the head of the academic unit confirming that the materials were developed under similar guidelines.

Attachment #10

SYSTEM POLICIES

17.02 Patents

Approved February 27, 1995 (MO 44-95)

Revised October 13, 1995 (MO 335-95)

Revised December 4, 1997 (MO 201-97)

1. SYSTEM OBJECTIVE

Patentable discoveries arising from investigations conducted by or under the direction of the research or teaching staffs of the System are to be used and controlled in a fashion that maximizes their benefit to the public, and the System is to assist in a positive way its faculty and employees in matters related to inventions and patents. This policy is intended to allow employees of the System maximum scientific and professional freedom with respect to the method of disclosure and publication of their findings. In all cases, however, the affected individuals are subject to their obligations and those of the System under research agreements with sponsors.

2. OWNERSHIP OF DISCOVERIES

In general, inventions, innovations, discoveries and improvements made with the use of System facilities or during the course of regularly assigned duties of the faculty and staff shall become the property of the System. Employees and others who are subject to this policy by virtue of their use of System services or facilities shall, upon request, assign all inventions and patents to the System, except those which might be owned by third parties pursuant to sponsored research agreements and those resulting from independent work or approved consulting activities not utilizing System facilities.

3. RESEARCH INVOLVING THIRD PARTY

In research sponsored by or involving third parties, provisions for the control of patents should normally be consistent with the general policy stated herein. However, nothing in this policy shall be interpreted as precluding the acceptance of a contract, grant or agreement which provides for ownership of patent rights by the sponsor.

4. DISCLOSURE OF INVENTIONS

All inventions shall be promptly disclosed through the chief executive officer of the appropriate component of the System to the chairman of the System patent committee. Coincidental with each regular Board Meeting, the Director of the Technology Licensing Office shall prepare for the Chancellor and the Board a report listing the titles and a brief description of each disclosure received since the last report.

5. SYSTEM PATENT ADMINISTRATOR AND COMMITTEE

The Chancellor of The Texas A&M University System may designate a System patent administrator and shall appoint a committee to assist in the administration of inventions and patents. When the System elects to prosecute a patent application in its name, it shall award to the inventor a reasonable share of net proceeds from royalties or other income after deduction for the cost of patenting and protection of patent rights. The Chancellor may delegate authority hereunder to appropriate administrators.

DETERMINATIONS BY THE CHANCELLOR

The Chancellor of the System, with the advice of appropriate administrators and the System patent committee, shall make determinations as to:

(1) the potential value of an invention to the System; (2) the rights and equities of the inventor, the System and any third parties; and (3) the required actions to maximize the benefits of any invention to the public, the System and the inventor.

7. IMPLEMENTATION

The Chancellor shall take the actions necessary to implement this policy.

7.1 The Office of General Counsel shall develop a model license agreement for System intellectual property which shall include, as a minimum, the guidelines set forth below. The model agreement shall be submitted to all potential licensees for System intellectual property and individuals involved in negotiation of license agreements shall endeavor to achieve utilization of the significant aspects of the model agreement for all licenses of intellectual property rights.

7.2 The following guidelines shall be applicable to license agreements with private entities including those formed primarily for the purpose of developing and/or commercializing intellectual property created at a System component subject to the terms of sponsored research agreements which may have led to the creation of such intellectual property:

No entity shall be granted the exclusive right to the development and/or commercialization of all intellectual property created at a System component institution. Agreements should grant rights only on a specific project basis.

If an entity is granted the exclusive rights with respect to a particular invention, product, process or other item of intellectual property, the agreement should provide that such rights will revert to the System in the event the entity fails to diligently develop and commercialize the property within a specified period of time that is appropriate to the particular circumstances.

- (3) An entity that is granted exclusive rights to develop or commercialize intellectual property that is patentable should be required to reimburse the System for all expenses incurred by the System in obtaining a patent or, if a patent has not been obtained, should be required to prosecute and bear the expense of obtaining patent protection for the benefit of the System and, in either event, the entity should be required to take all actions necessary, including litigation, to protect and preserve such patented rights from infringement.
- (4) The System, the component institution, and the officers and employees of each should be protected and indemnified from all liability arising from the development, marketing, or use of the particular intellectual property.
- (5) Restrictions on use by the component institution for research and teaching purposes and the publication rights of researchers should be minimized.
- (6) If the entity fails to develop and commercialize the property, any and all rights the entity has been granted in the System's property shall be returned and granted back to the System so that another entity may be offered the right to develop and commercialize the technology.

- (7) The entity should be required to comply with all applicable federal, state, and local laws and regulations, particularly those concerning biological materials and necessary testing and approval by the Federal Drug Administration.
 - (8) The entity should be required to maintain confidentiality with regard to any unpatented technology or know-how.
 - (9) An entity that grants a license or sublicense to some other entity for property or technology that is in whole or in part derived from or based on that which is licensed to the entity by the System, should be required to share with the System: 50% of any royalty received by the entity and 50% of any equity position to which the entity may be entitled.
 - (10) License agreements should contain such other provisions as may be determined by the System Technology Licensing Office and the Office of General Counsel to be in the best interest of the System.
 - (11) The Chancellor is authorized to negotiate and execute license agreements, in accordance with System Policy 25.07, Contract Administration.
8. The Chancellor shall report annually to the Board of Regents concerning the status of license agreements, including the distribution of revenues earned from such agreements. The Chancellor will inform the Board at the first meeting following the end of each calendar quarter of any license agreements approved by the Chancellor and not previously reported.
 9. In compliance with Section 51.912 of the Texas Education Code, the Board of Regents must file a report identifying all employees who have an equity interest in or serve as employees, officers, or members of the Board of Directors of business entities that have agreements with the System relating to the research, development, licensing or exploitation of intellectual property in which the System has an ownership interest. The report will be filed in accordance with the requirements of Section 51.005 of the Texas Education Code. The Technology Licensing Office will submit the report through the Vice Chancellor for Business Services to the Office of the Board of Regents. The Board office will obtain the signature of the Chairman of the Board and will transmit the report to the Governor's office and other required entities.
 10. Any request by a System employee to participate as an employee, officer or member of the Board of Directors of a business entity that has agreements with the System relating to the research, development, licensing or exploitation of intellectual property in which the System has an ownership interest must be submitted to the Board of Regents for approval.

SYSTEM REGULATIONS

17.02.01 Management of Intellectual Property

September 24, 1997

Revised September 5, 1998

Supplements System Policy 17.02

1. DEFINITIONS

For the purposes of this regulation, the following terms are defined as follows:

1.1 Invention: A process, method, discovery, device, plant, composition of matter, or other invention that reasonably appears to qualify for protection under the United States patent law (utility patent, plant patent, design patent, certificate of Plant Variety Protection, etc.), whether or not actually patentable. An Invention may be the product of a single inventor or a group of inventors who have collaborated on a project.

1.2 Copyrightable Work: An original work of authorship which has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, such as books, journals, software, computer programs, musical works, dramatic works, videos, multimedia products, sound recordings, pictorial and graphical works, etc. A Copyrightable Work may be the product of a single author or a group of authors who have collaborated on a project.

1.3 Trademark (including Service Mark): A distinctive word, design or graphic symbol, or combination word and design, that distinguishes and identifies the goods and services of one party from those of another, such as names or symbols used in conjunction with plant varieties or computer programs.

1.4 Tangible Research Property: Tangible items produced in the course of research including such items as biological materials, engineering drawings, integrated circuit chips, computer databases, prototype devices, circuit diagrams, and equipment. Individual items of Tangible Research Property may be associated with one or more intangible properties, such as Inventions, Copyrightable Works and Trademarks. An item of Tangible Research Property may be the product of a single creator or a group of individuals who have collaborated on a project.

1.5 Intellectual Property: Collectively, all forms of intellectual property including but not limited to Inventions, Copyrightable Works, Trademarks, and Tangible Research Property.

1.6 Intellectual Property Committee: A standing committee appointed by the Chancellor of the System and representing various components of the System whose purpose is to provide a forum for discussion of policies and procedures affecting Intellectual Property and to advise the Chancellor and Chief Executive Officers (CEOs) regarding Intellectual Property matters.

1.7 System Technology Licensing Office (TLO): A System administrative office whose mission is to promote the transfer of System technologies for society's use and benefit while generating unrestricted income to support research and education. The TLO is responsible for administration and implementation of the System's Intellectual Property program, and for assisting and advising the System components and the System Intellectual Property Committee.

2. GENERAL

The System has a responsibility for and an interest in the advancement of scientific knowledge and creative work that will enhance its educational, research and service missions and benefit the public it serves. The purpose of these regulations is fourfold:

2.1 to encourage the development of Intellectual Property for the best interest of the public, the creator of the Intellectual Property, the System, the System component and the research sponsor; and

2.2 to provide timely disclosure and protection of Intellectual Property whether by development, commercialization, or publication, or any combination thereof; and

2.3 to allow employees of the System maximum scientific and professional freedom with respect to the method of disclosure and publication of their findings, consistent with any contractual obligations of employment or sponsored research; and

2.4 to provide procedures for the protection of System Intellectual Property through patents, copyrights and trademarks, and for the licensing of System Intellectual Property for commercial application, for the benefit of the public.

3. APPLICABILITY

This regulation is applicable to (i) all persons employed by the System; and (ii) any persons using the System facilities under the supervision of System personnel, including but not limited to visiting faculty and adjunct faculty, unless special terms for management of the work of such individuals are negotiated by the System or the applicable System component. System employees should not enter into intellectual property agreements related to outside employment, such as consulting or summer employment agreements, without affirmative notice to the prospective employer that the intellectual property rights of the System cannot be subordinated to a third party consulting or employment agreement.

4. MANAGEMENT OF INVENTIONS

Inventors shall be permitted maximum freedom with respect to their Inventions, consistent with any obligations to the System. All System employees are required to abide by their obligations and those of the System under research agreements with sponsors.

4.1 Ownership

4.1.1 An Invention resulting from activities related to an individual's employment responsibilities and/or with support from System-administered funds, facilities or personnel shall be owned by the System.

4.1.2 An Invention unrelated to an individual's employment responsibilities that is developed on his or her own time without System support or use of System facilities is not owned by the System.

4.1.3 Ownership of an Invention developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms, shall be owned by the System.

4.1.4 Present and prospective employees of the System shall, upon request by the Chancellor or the CEO of the respective component, or by the TLO to perfect intellectual property rights, execute an invention assignment agreement in a form prescribed by and available from the TLO to set forth effectively the ownership and rights to inventions. Executed invention assignment agreements shall be maintained in the respective Department Head's office, by the Human Resource Office of the respective System component, in the TLO, or in a similar office as determined by the component CEO.

4.2 Disclosure, Assignment and Protection

4.2.1 All persons subject to these regulations under Article 3 above shall promptly disclose through their CEO to the TLO any Invention covered by this regulation, including those made under sponsored research or cooperative arrangements. Disclosure shall be made on a disclosure form prescribed by and available from the TLO. Such persons shall cooperate with the System and the TLO in protecting intellectual property rights in the invention, to the best of their ability. If the System component or the System decides to patent or seek other available protection for the invention, it shall proceed through the TLO, in cooperation with the Office of the General Counsel.

4.2.2 All inventors shall execute appropriate assignment and/or other documents required to set forth effectively the ownership and rights to Inventions.

4.2.3 The CEO, in cooperation with the TLO, will determine whether the System component desires to commit funding to obtain protection for the Invention, and shall so notify the TLO and the inventor of the decision. In many cases, the CEO may advise the TLO to seek to identify one or more licensees who will bear the cost of obtaining patent protection.

4.2.4 In those instances where the inventor perceives that delay would jeopardize obtaining the appropriate protection for the Invention, the inventor may request that the System component expedite its decision as to whether or not it shall proceed to file a patent application or take other steps to obtain available protection.

4.3 Negotiation and Execution of License Agreements for Inventions

4.3.1 License agreements granting to a third party the right to use, develop, or otherwise commercialize System-owned Inventions are encouraged. The TLO has primary responsibility for negotiating with parties having an interest in such activities, on behalf of and in close coordination with the CEOs of the System components (or their designees) administering the research from which the Invention was developed.

4.3.2 Final terms of a license agreement for a System-owned Invention must be approved by the CEO of the System component administering the work, as well as the Office of the General Counsel, in accordance with contract management protocols specified in Section 25 of the System Policy and Regulation Manual. The TLO will secure such approvals and then shall forward a recommendation to the Chancellor. Any agreement to license or transfer ownership of System-owned Inventions must be approved by the Chancellor.

4.4 Obligations to Sponsors

The TLO, in cooperation with the sponsored projects offices of the System components, and the Texas A&M Research Foundation, shall coordinate reporting requirements and other obligations to research sponsors regarding Inventions developed under a research contract or grant, including but not limited to obligations to the US Government under 37CFR401.

5. MANAGEMENT OF COPYRIGHTABLE WORKS

The System encourages the preparation and publication of Copyrightable Works that result from teaching, research, scholarly and artistic endeavors by members of the faculty, staff and student body of the System components. Authors shall be permitted maximum freedom with respect to their Copyrightable Works, consistent with the obligations to the System. Copyrightable works may be created under a variety of circumstances and conditions which impact the ownership and subsequent management thereof, as follows.

5.1 Ownership of Copyrightable Works

5.1.1 Books, Articles and Similar Works

In keeping with academic tradition, and except to the extent required by the terms of any funding agreement, the System does not claim ownership to pedagogical, scholarly or artistic works, regardless of their form of expression. Such works include but are not limited to faculty-prepared works such as textbooks, course materials and refereed literature. Such works include those of students created in the course of their education, such as dissertations, papers and journal articles. Furthermore, the System claims no ownership in popular nonfiction, novels, poems, musical compositions or other works of artistic imagination that are not works for hire (see 5.1.2 below). If title to copyright in works defined within this section vests in the System by law, the System or its component will, upon request and to the extent consistent with its legal obligations, convey copyright to the authors of such Copyrightable Works. If a faculty member retains title to copyright in teaching or course materials that are not works for hire (see 5.1.2 below), such as class notes, curriculum guides and laboratory notebooks, the System and/or the System component shall retain a royalty-free right to use the materials for educational purposes.

5.1.2 Institutional Works or "Works for Hire"

The System, or the System component as applicable, shall retain ownership of Copyrightable Works created as institutional rather than personal efforts, that is, created for institutional purposes in the course of the creators' employment, including but not limited to simultaneous or sequential contributions over time by numerous faculty, staff or students. For instance, work assigned to programmers is Institutional Work or "work for hire" as defined by law, as is software developed for System or System component purposes by staff working collaboratively. Brochures, training programs, CD-ROMs, videos, and manuals for which staff members are hired to develop are other examples of Institutional Works, or work for hire. The System or the System component owns all right, title and interest in such Institutional Works.

5.1.3 Works Developed with Significant Use of Resources

Copyrightable Works that are not works for hire (see 5.1.2 above) but are works that are developed with integral and significant use of funds, space, hardware, or facilities administered by a System component, where use was essential and substantial rather than incidental, shall be owned by the System component. Furthermore, Copyrightable Works that are not works for hire (see 5.1.2 above) but are works that are developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, or by a private gift or grant to the System, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms and to the extent consistent with copyright law, shall be owned by the System component administering the grant or contract. The System recognizes and affirms the traditional academic freedom of its faculty and staff to publish pedagogical, scholarly or artistic works without restriction. In keeping with this philosophy, the System will not construe the provision of offices or library facilities as constituting significant use of System resources, except for those instances where the resources were furnished specifically to support the development of such Copyrightable Works.

5.1.4 Present and prospective employees of the System shall, upon request by the Chancellor or the CEO of the respective component, or by the TLO to perfect intellectual property rights, execute an assignment agreement in a form prescribed by and available from the TLO to set forth effectively the ownership and rights to Copyrightable Works. Executed invention assignment agreements shall be maintained in the respective Department Head's office, by the Human Resource Office of the respective System component, in the TLO, or in a similar office as determined by the component CEO.

5.2 Disclosure, Assignment and Protection

5.2.1 Authors of Copyrightable Works that are not owned by the System, or any of its components, own the copyrights in their works and are free to publish them, register the copyright, and to receive any revenues which may result therefrom.

5.2.2 Authors of Copyrightable Works that are not works for hire (see 5.1.2 above) but are works that are owned by the System under paragraph 5.1.3 shall promptly disclose to their CEO any work of authorship covered by this regulation (including those made under sponsored research or cooperative arrangements). Disclosure shall be made on a disclosure form

prescribed by and available from the TLO, and a copy shall be filed with that office. Such persons shall cooperate with the System component and the TLO to the best of their ability in protecting intellectual property rights in the work of authorship. Furthermore, upon request by the TLO to perfect intellectual property rights, such persons shall warrant that, to the best of his/her knowledge, the work does not infringe upon any existing copyright or other legal rights, that work not identified as quotations is the expression or creation of the author; and that necessary permission for quotation and the use of third party works has been obtained.

5.3 Negotiation and Execution of Agreements for Copyrightable Works

Agreements permitting a party to use, develop, or otherwise commercialize Copyrightable Works owned by the System or any of its components are encouraged. The component from which the work resulted has primary responsibility for negotiating with third parties having an interest in using, developing or otherwise commercializing Copyrightable Works. The CEO of the component may request assistance from the TLO regarding the protection and licensing of the Copyrightable Work.

5.4 Software as Patentable Subject Matter

In recent years, the US Patent and Trademark Office has determined that software which meets certain technical and legal criteria may be patentable. In the case that software originally disclosed as a Copyrightable Work subsequently is determined to be patentable subject matter, and the System or System component chooses to seek patent protection for the software, then such software shall be managed under this regulation as an Invention.

6. DISTRIBUTION OF INCOME FROM COMMERCIALIZATION AND LICENSING

6.1 Distribution of Income from Inventions

All monetary proceeds from commercialization of System-owned inventions, including royalties, equity interests, and dividends, are the property of the System. Income received by the System from commercialization of an Invention will be distributed as follows:

Step 1

Deduct the costs of obtaining legal protection for the invention to arrive at "adjusted income" (when such costs are not provided from other sources). When there is no adjusted income after deduction of costs, see Guaranteed Minimum to Inventor(s) below.

Step 2

Deduct fifteen percent (15%) from adjusted income. This deduction is directed toward covering the expenses (excluding patent expenses) for administering the TLO.

Step 3

Distribute the remaining adjusted income as follows: fifty percent (50%) to the inventor and fifty percent (50%) to the System component administering the research from which the invention was developed.

Step 4

If there is no adjusted income after deduction of costs in Step 1, or when the inventor's (inventors') portion of the adjusted income is less than 20% of the gross income, the inventor(s) will receive an amount equal to 20% of the gross. Under these circumstances, the inventor's (inventors') share will be subtracted from gross income and any adjusted income will be distributed fifteen percent (15%) to the TLO and the remainder to the System component from which the discovery or invention originated. When the inventor's (inventors') portion of adjusted income is equal to or greater than 20% of gross income, the distribution will be as described in steps 2 and 3 above.

In the event of multiple inventors, the inventors will agree among themselves as to the distribution of the income accruing to the inventors; distribution of the inventors' share shall be made only upon receipt of a signed agreement between the inventors. In the event that an inventor is a joint employee of two or more components, or in the event that inventors represent two or more components, the components will agree as to the distribution of the income accruing to the components, considering such factors as annualized FTE by component and relative contributions of the inventors to the work.

6.2 Distribution of Income from Copyrightable Works

All monetary proceeds from commercialization of Copyrightable Works, including royalties, equity interests, and dividends, are the property of the System component from which the work emerged. Income received from commercialization of Copyrightable Works will be distributed as follows:

6.2.1 Institutional Works (see 5.1.2). The System component shall be entitled to all income from distribution or commercialization of Institutional Works.

6.2.2 Works Developed with Significant Use of Resources (see 5.1.3), and commercialized by the TLO on behalf of the System component. In cases where the System component has requested that the TLO conduct the commercialization or distribution of the Copyrightable Work on behalf of the System component, the distribution of income shall be made in accordance with steps outlined in paragraph 6.1 above.

6.2.3 Works Developed with Significant Use of Resources (see 5.1.3), and distributed by the System Component. In cases where the System component conducts the commercialization or distribution of the Copyrightable Work, the distribution of income shall be as follows: fifty percent (50%) to the System component and fifty percent (50%) to the author.

In the event of multiple authors, the authors will agree among themselves as to the distribution of the income accruing to the authors; distribution of the authors share shall be made only upon receipt of a signed agreement between the authors. In the event that an author is a joint employee of two or more components, or in the event that authors represent two or more components, the components will agree as to the distribution of the income accruing to the components, considering such factors as annualized FTE by component and relative contributions of the authors to the work.

6.3 Equity and Other Nonmonetary Returns

The System or its components may negotiate, but shall not be obligated to negotiate, for equity interests in lieu of or in addition to royalty and/or monetary consideration as a part of an agreement relating to Inventions or Copyrightable Works.

6.3.1 Inventors and authors may receive up to fifty percent (50%) of any equity or other nonmonetary consideration received by the System or its components under this section. However, the System may choose to receive the consideration under terms that restrict its ability to sell, distribute or otherwise deal with the equity interests. In such cases, any restrictions on the System's interest shall be equally applicable to the interest of the inventor or author, unless waived or varied in writing and signed by the Chancellor, the CEO and the inventor (for inventions), or by the CEO and the authors (for Copyrightable Works).

6.3.2 Neither the System nor any component thereof acts as a fiduciary for any person concerning equity or other consideration received under the terms of this regulation.

6.3.3 Inventors and authors should refer to System Regulation 31.05.01 regarding System regulation and state law addressing equity ownership.

7. TRADEMARKS

In most situations, a Trademark identifies an item of intellectual property, such as a computer program or a plant variety. In other situations, a Trademark identifies an educational, service, public relations, research or training program of the System or its components. The System, or the applicable System component, owns all right, title and interest in Trademarks related to an item of Intellectual Property owned by the System or its components, or to a program of education, service, public relations, research or training program of the System or its components. All income from the licensing of a Trademark shall belong to the System, or the System Component, as applicable.

8. TANGIBLE RESEARCH PROPERTY

8.1 The System owns all right, title and interest in Tangible Research Property related to an individual's employment responsibilities and/or developed with support from System-administered funds, facilities, equipment or personnel.

8.2 For purposes of management of the asset, Tangible Research Property shall be managed as an Invention under paragraphs 4.2, 4.3 and 4.4, with distribution of income from the distribution or commercialization of such Tangible Research Property made in accordance with paragraph 6.1.

9. PROVISIONS FOR RELEASE OF RIGHTS TO INVENTORS AND AUTHORS

The System may release to the inventor(s) its rights to an Invention, and the System or any of its components may release its rights to a Copyrightable Work, with the following provisions.

9.1 The System, or the applicable component, shall retain for the System and all components thereof a perpetual, royalty-free license to use the Invention or Copyrightable Work, and any corresponding patents or copyrights, for research, education and service purposes.

9.2 The System, or the applicable component, shall receive a share of all proceeds generated from commercialization of the Invention or Copyrightable Work after the inventor or author has recovered documented out-of-pocket costs for obtaining legal protection for the Invention or Copyrightable Work, the amount of such share to be negotiated at the time of the release.

9.3 In the case of a release of rights to the inventor or author, the inventor or author shall not be entitled to a share of proceeds received by the System under paragraph 9.2.

10. OFFERS OF INTELLECTUAL PROPERTY

10.1 If an individual chooses to offer to the System certain intellectual property in which the System has no claim, the System may accept ownership of the intellectual property provided that:

- (1) the individual makes the offer through one of the System components as if the intellectual property had been created within the System;
- (2) the individual agrees to all provisions (including distribution of income provisions) of System Regulation 17.02.01, Management of Intellectual Property;
- (3) the individual warrants that he or she owns all right, title and interest to the intellectual property, and that to the best of his or her knowledge, the intellectual property does not infringe upon any existing copyright or other legal rights.

10.2 The CEOs of the System components shall advise the TLO of all such offers and may request a recommendation from the TLO regarding acceptance or rejection of the offers, and for patenting and commercialization, by the System.

10.3 Should the System agree to accept the offer of intellectual property, the individual will execute an assignment agreement transferring all right, title and interest in the intellectual property to the System, and acknowledging that the individual agrees to all provisions of this regulation, such agreement available from the TLO. In cases in which the individual has already expended funds toward obtaining patent or other legal protection for the invention, the individual and the System may negotiate terms to allow recovery of legal and/or patent expenses from license fees and/or royalty income. Such an agreement would modify normal royalty sharing provisions until such expenses are recovered by the party entitled to recovery of the expenses.

10.4 The System may accept charitable donations of intellectual property from governmental or private organizations. Upon the transfer of title in the intellectual property to the System, the intellectual property will be managed in accordance with this regulation.

CONTACT FOR INTERPRETATION: The System Technology Licensing Office

HISTORY: Last version: September 24, 1997

SYSTEM COMPONENT RULES PERTAINING TO THIS SUBJECT:

Academic Institutions:

BCD
PVAMU
TSU
TAMIU
TAMU
TAMU-C
TAMUCC
TAMU-K
TAMU-T
WTAMU

Agencies:

TAES:
TAEX
TADCS
TFS
TVMDL
TEES
TEEX
TTI

SAGO

Attachment #11

TECHNOLOGY MEDIATED INSTRUCTION AND TECHNOLOGY MEDIATED MATERIALS

Procedure Reference Number: DL 8.0

Effective Date: September 1, 2001

Subject: Intellectual property, faculty compensation, copyright, and revenue distribution
procedures

1. GENERAL

Prairie View A&M University ("PVAMU") recognizes the essential role intellectual creativity plays in furthering its interests in supporting Technology Mediated Instruction. Prairie View A&M University is dedicated to supporting the creation, health, and continued growth of distance education in a meaningful and effective way. PVAMU encourages its faculty and staff to develop Technology Mediated Materials and provide Technology Mediated Instruction.

2. APPLICATION

This procedure is applicable to copyrighted materials that are classified under The Texas A&M University System ("TAMUS") Regulation 17.02.02 as Technology Mediated Materials or Technology Mediated Instruction. This rule shall be interpreted in conjunction with:

TAMUS Policy 07.01;
TAMUS Regulation 31.05.01; and
TAMUS Regulation 17.02.02.

TAMUS Regulation 33.04.01 shall not be construed to prohibit the use of PVAMU's resources in creating Technology Mediated Materials, provided the creation of Technology Mediated Materials is approved by the dean of the college in which the faculty or staff member is employed.

3. APPLICABILITY

This procedure applies to each member of the faculty and staff of PVAMU.

4. DEFINITIONS

4.1 The terms *copyrighted work* and *copyrighted works* shall mean an original work of authorship protected by the copyright law of the United States, 17 U.S.C. '101 et seq.

4.2 As used in this procedure, PVAMU's support is *substantial* when the creation of a copyrighted work required significant use of PVAMU's funds, space, hardware, support staff, or facilities but only if such use was essential and substantial. Use of library

facilities or personal computers and other computer equipment normally made available in the creator's office does not constitute substantial use of resources.

- 4.3 The term *creator* shall refer to a member of PVAMU's faculty or staff that creates Technology Mediated Materials or Technology Mediated Instruction.
- 4.4 The terms *Technology Mediated Instruction* and *Technology Mediated Materials* shall have the meaning specified in paragraphs 3.1 and 3.2 of TAMUS Regulation 17.02.02.
- 4.5 The term *work for hire* shall have the meaning specified in paragraph 5.1.2 of TAMUS Regulation 17.02.01.
- 4.6 The term *plan* shall mean a written outline prepared by a creator that specifies the Technology Mediated Materials the creator proposes to develop and how they will be used in Technology Mediated Instruction. The plan shall specify the time the creator plans to devote to creating the Technology Mediated Materials. The plan shall also specify the extent PVAMU's funds, space, hardware, support staff, or facilities will be utilized in the development of the Technology Mediated Materials. The plan shall also contain a method to divide any income that may be earned by licensing or sale of the Technology Mediated Materials that are proposed to be developed. The creator shall disclose any conflicts of interest the creator may have in the development of the Technology Mediated Materials at the time the plan is submitted for approval.

5. CREATION, USE and OWNERSHIP

- 5.1 The creator shall, prior to creating Technology Mediated Materials submit a plan to the dean of the college where the creator is employed. The dean shall review the plan and determine if the proposed Technology Mediated Materials are consistent with the mission of PVAMU and if it is feasible to allow the creator to have the time away from the creators normal duties to develop the Technology Mediated Materials. If the dean approves the plan, the dean and the creator shall jointly determine whether or not PVAMU's support of the plan is substantial.
- 5.2 In all cases where the dean and the creator jointly determine that PVAMU's support of the Technology Mediated Materials is not substantial, the creator shall own the copyrighted work. In such cases, PVAMU shall have a fully paid license to use the Technology Mediated Material and to make a reasonable number of copies of such materials for educational purposes.
- 5.3 In all cases where the dean and the creator jointly determine that PVAMU's support of the Technology Mediated Materials is substantial, PVAMU shall own the copyrighted work. In all cases where the Technology Mediated Materials are developed without obtaining approval of a plan, PVAMU shall own the copyrighted work. If substantial support was provided or if a plan was not approved prior to the time the Technology-Mediated Materials were created, PVAMU may, at its discretion, relinquish its rights, in whole or part, to ownership of or income received by licensing the Technology-Mediated Materials. Any request by the creator for PVAMU to relinquish its rights, in whole or part, to Technology Mediated Materials covered by this paragraph shall be approved by the dean

of the college where the creator is employed and by the Provost and Vice President for Academic Affairs.

- 5.4 In all cases where the Technology Mediated Materials are works for hire, PVAMU shall own the copyrighted work and all income that is derived from the Technology Mediated Materials.
- 5.5 Ownership of copyrighted works that record performances by one or more members of PVAMU's faculty or staff delivering Technology Mediated Instruction ("performer"), that are not a work for hire, shall vest in each performer. In cases where one or more members of PVAMU's faculty or staff delivered a performance in a copyrighted work that is a work for hire, the copyright in such work shall be owned by PVAMU. In cases where the copyrighted work is owned by a performer or multiple performers, PVAMU shall have a fully paid license to display, distribute, copy, broadcast or perform the Technology Mediated Instruction for five years from the date the Technology Mediated Instruction is created and shall not account to any performer for income PVAMU may receive from the use of such Technology Mediated Instruction.
- 5.6 When PVAMU has provided substantial support for the creation of Technology Mediated Materials, that are not works for hire, income distribution will be in accordance with the distribution scheme contained in the plan. While the distribution of income will vary with the level of PVAMU commitment, generally the creator should receive one-half of the income received by PVAMU after deducting its expenses. Income shall include license fees, royalties, equity interests and dividends less PVAMU's expense for marketing, licensing, legal protection, and other direct expenses associated with the Technology Mediated Materials. All income PVAMU receives from the use or marketing of Technology Mediated Materials that are works for hire shall belong solely to PVAMU.
- 5.7 Any disagreements associated with the determination of substantial support, the division of income or any other aspect of this rule will be resolved through an appeals process coordinated by the Provost and Vice President for Academic Affairs.
- 5.8 Exceptions may exist to the rules outlined above, but they must be included in the plan and approved by the Provost and Vice President for Academic Affairs.

6. CONFLICT OF INTEREST

- 6.1 It is the responsibility of the creator to notify PVAMU of any conflicts of interest that may arise after the plan has been approved.
- 6.2 Even if substantial PVAMU resources are not expended in the creation of Technology Mediated Materials, the creator must disclose each existing or potential conflict of interest in accordance with TAMUS' policy and PVAMU's procedures.

OFFICE OF RESPONSIBILITY: Provost and Senior Vice President for Academic and Student Affairs