REPORT
Senate Distance Learning and e-Learning (DL/eL) Committee

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1. FERPA Change to SR 7.2.0.

The DL/e-L committee recommends that SR 7.2.0 be changed to comply with FERPA. The committee suggests the following language:

Current wording: Instructors shall "*Return to, discuss with, or make available to students all papers, quizzes and examinations within a reasonable period of time.*"

Proposed wording: Instructors shall "*Make available to students all papers, quizzes, and examinations within a reasonable period of time.*"

Rationale: FERPA requires that instructors make graded materials available to students. So, the "or" doesn't work. This language complies with FERPA. Instructors may elect to send students their records via email or other electronic means. If the instructors wishes to restrict distribution of student records (e.g., an exam), instructors may require students to review their records in a proctored environment (e.g., at the instructor's office or at a proctored testing center).

Additional Wording for Senate Rules: The DL/e-L committee further suggests that the Senate Rules include a note that direct students and instructors to contact the UK Office of Distance Learning Programs for advice about sharing student records remotely.

2. DL Vision Statement for UK

Committee members agree that UK needs a vision statement for distance learning to guide the allocation of scarce resources, including faculty resources.

For example, UK is currently investing heavily in new undergraduate dormitories and some of the motivation is to highlight the residential experience at UK. At the same time, UK has invested heavily in its e-Learning Innovation Initiative (eLII) to help faculty build skills in online and hybrid delivery of both individual courses as well as entire programs. Committee members believe that investments in these two efforts may be working at cross-purposes. A UK vision statement for distance learning would help guide investments moving forward.

Members noted that development of a vision statement should include both faculty and administrative input. The draft UK Strategic Plan 2015-2020 references distance learning twice, both times in the context of improving undergraduate education:

> *Action Step 1: Enhance the college readiness of all entering students (both first-time and transfer) by developing a comprehensive readiness assessment plan and by expanding summer preparatory programs, strengthening partnerships with high schools and community colleges, and applying innovative online/distance-learning approaches.*

> *Action Step 5: Invest in state-of-the art classroom facilities and equipment that support active learning, distance learning, new pedagogy, and other leading-edge teaching/learning practices.*

In the first instance, DL will help to enhance college readiness. In the second instance, the newness of DL as a "leading-edge teaching/learning practice" seems to justify further investments. These two statements provide little useful guidance about how UK faculty should use these distance learning tools and to what end.

Committee members noted the need for a vision statement to account for the different levels of e-learning (e.g., simple email, hybrid courses, and fully online courses). Committee members emphasized that UK

cannot expect to appeal to all students. UK cannot, for example, be the lowest cost provider of the greatest number and highest quality courses. A DL vision statement needs to reflect UK's niche in a world where it cannot be everything to everyone.

3. UK Testing Center

UKIT is working with the Registrar's Office and others to identify a short-term location for a dedicated testing center. The location will probably be somewhere on central campus initially. The next step for Patsy's group will be to gather input from instructors and others about how the testing center should operate. Some initial ideas are that the center would (1) provide computers for exams, (2) allow students to bring their own devices to take exams, (3) allow students to "book" a seat for an exam during a given exam period, and (4) would allow instructors to book the entire facility for an exam.

4. State Authorization

Individual state laws differ about whether students from one state may be enrolled in DL courses in another state.

Since at least 2011, Connie Baird and others have been working to simplify the required state-to-state authorization. State Authorization is the term used to describe individual state laws that require institutions that offer DL courses to be licensed by the higher education regulatory body in each state in which they operate.

Connie reported that a national organization (NC-SARA) became operational in August 2014. This organization provides a common mechanism for state-to-state reciprocity. Twenty-nine states have joined. Legislative changes are needed for Kentucky to join. Draft language is planned for fall 2015 with legislative consideration anticipated in early 2016.

5. Intellectual Property and DL

As delegated by Vince Kellen, Patsy Carruthers has information about different ways to deal with intellectual property issues in the context of distance learning. Patsy's next step will be work with faculty and administrative representatives to look at policy options.

The DL/e-L Committee members expressed support for this effort. They noted the need for clarity in this area in particular.