



The Florida State University Distance Learning Policy and Process

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Overview and Authority

Online distance education was initiated at the Florida State University (FSU) in 1999. Since that time, FSU has provided centralized support for its online and distance education services to registered students located wherever they have access to the Internet. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Substantive Change Committee that visited the campus on January 28-30, 2001, approved the University's centralized approach. The University provides distance learning in compliance with applicable state and federal laws and regulations. The Office of Distance Learning (ODL),¹ situated within the Office of the Provost and Vice-President for Academic Affairs and advised by the university's Faculty Senate distance learning Committee (FSDLC),² bears responsibility for administrative oversight of distance education at FSU.

Definition of Distance Learning

According to SACSCOC, distance learning is a formal educational process in which the majority of the instruction in a course (interaction between students and instructors and among students) occurs when students and instructors do not share the same location. Instruction may be synchronous or asynchronous. A distance learning course may use the Internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

The State of Florida defines distance learning a bit differently for the purposes of assessing a distance learning course fee. For that purpose, a distance course is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both. (1009.24 (17) F.S.) For the purpose of further distinction, hybrid/blended courses are defined as those where 50 to 79 percent of the course is delivered using some form of technology in a combined class offering where the student and faculty are not engaged in traditional face-to-face instruction.

Florida State University delivers its instruction in several different ways. These delivery methods differ, in part, in whether some form of technology serves as the equivalent of contact hours for



purposes of defining a student credit hour. The difference turns in large measure on how they differ regarding student-faculty contact hours that are key in defining a student credit hour. Contact hour equivalence is fundamental to establishing equivalent Student Credit Hours and is determined by peer review curriculum committees at the Department/School/College level.

Classes are of three general types: standard, technology enhanced and distance learning.

A standard class, “typically occurring in a classroom or lab, the delivery of the instruction may or may not make use of the follow technologies or devices: chalk or white board, overhead, TV, VCR/laser disc/DVD, radio/audio, computer LCD projector, Internet. Technology is not used in lieu of class meeting time or as a supplement to the course beyond the use of such materials within a classroom. Seat time (contact hours) is not replaced or supplemented by any alternative delivery method or medium.” (Office of the Vice President for Faculty Development and Advancement (FDA), Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)₃

In a technology enhanced class “The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the “standard” (traditional) classroom. Enhancements to learning therefore must include activities or instructional resources developed for student use that extend beyond the classroom instructional use of these items. In short, the use of the technology supplements but does not replace contact hours. (FDA, Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)₃

There are two types of distance learning classes. A Combined Class Offering is typically delivered in the traditional face-to-face format on the main or branch campus. “Combined courses offer less than 80% of the total course content through the use of some alternative means, i.e., Website, video, iChat, etc. The delivery of the instruction makes use of technology or instructional materials beyond those available or distributed in the “standard” (traditional) classroom. In short, the use of the technology does supplement and replace some contact hours for courses taught on the main or a branch campus.

In a distance learning class, “The delivery of some or all of instructional content is reliant upon an alternative delivery method in addition to or in place of traditional face-to-face instruction



where students and the instructor meet in the same place and at the same time. If any one student receives instruction (contact hours) through an alternate delivery method then the course by default may be termed as a distance learning course.” (FDA, Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form)³

When a class does not meet face-to-face with the instructor, alternative modes of instruction may substitute for standard classroom contact hours” provided that the substitution has been approved by the university Faculty Senate Curriculum Committee (FSCC) and the authorization is on file with the Vice President for Faculty Development and Advancement. For example, the Faculty Senate has determined that an asynchronous discussion board on the web might substitute for some standard classroom contact hours, just as some standard class time might be used by the instructor for class discussion. It is the responsibility of the peer review curriculum committees at Department/School/College level to determine the appropriate and academically-justified number of contact hour equivalents assigned to each element of the proposed alternate delivery variant of a class.” Notably, it is the policy of the Faculty Senate that “Unplanned contact between instructor and student(s) that does not directly relate to planned delivery of course content or achievement of course objectives should be regarded as the equivalent of office hours, and should NOT be assigned equivalents to standard classroom contact hours.” (Vice President for Faculty Development and Advancement, Distance Learning Evaluation Guidelines for use with the Curriculum Request Form)³

Governance and Curriculum

The FSCC is responsible for recommending approval to the Faculty Senate of courses and degree programs offered by the University. Both undergraduate and graduate courses are subject to criteria established by the FSCC after receiving approval from within the sponsoring department and/or college. All new courses are subject to review, approval and recommendation by either the undergraduate or graduate policy committees. The FSCC must approve all new courses. Both courses and programs, especially those offered by distance learning, must comply with the criteria established by the Southern Association of Colleges and Schools, The Commission on Colleges (SACS).



The Florida State University Faculty Senate Graduate and Undergraduate Policy Committees, in conjunction with the Office of the Vice President for Faculty Development and Advancement, the Graduate School and the Dean of Undergraduate Studies, have determined that the following criteria must be met before a degree program can be offered in an online format.

1. The proposed degree or program meets demonstrable need and does not negatively impact existing undergraduate or graduate offerings of the University.
2. A complete degree program is offered that enables enrolled students to graduate in a timely fashion.
3. There are sufficient program facilities and faculty and support staff, willing and able to deliver the degree program at the requisite level of quality
4. The faculty involved will be able to meet their other commitments (undergraduate teaching, doctoral student training, etc.), or appropriate arrangements have been made to release the faculty from these other duties.
5. The online degree program meets all relevant University degree program requirements.
6. The online degree program will be comparable in quality to the on-campus version.
7. Adequate plans have been formulated for developing the online degree program, for respecting the requirements of good online instructional design and delivery, and for evaluating the effectiveness of the program on a regular basis.
8. The Integrity of the student work and the credibility of degrees and credits are ensured.
9. The program adheres to the SACS guidelines on distance and correspondence education.

New single distance learning courses are subject to a related set of standards. Specifically, before a single course can be offered in an online format the following criteria should be met:

1. The online course meets demonstrable need and does not negatively impact existing undergraduate or graduate offerings of the University.
2. The online course allows enrolled students to graduate in a timely fashion or enables departments to schedule classes that might otherwise not be offered to students.
3. There are sufficient facilities, faculty and support staff willing and able to deliver the course at the requisite level of quality.
4. The faculty involved will be able to meet their other commitments, or appropriate arrangements have been made to release faculty from these other duties.



5. The online course meets all relevant University course requirements.
6. The online class will be comparable in quality to an on-campus version.
7. Adequate plans have been formulated for developing the online course, for respecting the requirements of good online instructional design and delivery, and for evaluating the effectiveness of the courses on a regular basis.
8. The Integrity of the student work and the credibility of courses and credits are ensured.
9. The course adheres to the SACS guidelines on distance and correspondence education.

Institutional Responsibility for Distance Learning Activities

The faculties assume primary responsibility for and, through its committees, exercise oversight of distance learning at Florida State University. The faculty ensures the rigor of distance learning courses and programs and acts to maintain the quality of instruction. The Faculty Senate, through its committees, ensures that sound and acceptable practices are used for determining the amount and level of credit awarded. Faculty committees, with the approval of the Faculty Senate, ensure that courses and programs constitute coherent entities that are compatible with the university's mission and appropriate to offer at an institution of higher education. The Faculty insures that they are appropriately trained to offer the material in approved courses and that there are sufficient members qualified to develop, design, teach and oversee approved programs. The Faculty works with the administration of the university to establish and monitor instruction in distance learning courses and programs.

The faculty, through ongoing assessment and evaluation, regularly updates courses and programs. Online courses and programs are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses will be assessed at least every three years by the appropriate committee of the Faculty Senate to insure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

Administratively, the university Office of Distance Learning (ODL) supports the faculty and helps realize the University's mission to extend education statewide by offering courses and degree programs online and at many off-campus sites around the state. As its primary mission, ODL serves academic departments by providing guidance and technological assistance to develop, deliver, assess, maintain, and improve distance learning degree and certificate programs



for graduate and undergraduate students.⁴ Specifically, ODL provides resources to promote, implement, facilitate, and assess University initiatives related to teaching enhancement and technology-mediated learning environments that support student academic achievement. ODL works with a range of campus offices to insure the continued financial viability of distance learning courses and programs. ODL ensures that the university deploys technology appropriate to the nature and objectives of courses and programs and also communicates directly with students about university expectations regarding the use of such technology.

ODL faculty and staff members collaborate with distance learning faculty and teaching assistants to promote instructional excellence at Florida State University through the use of effective educational and communications technologies, evidence-based instructional principles and strategies, and research studies on teaching innovations. Working with other university offices, students in distance learning courses and programs have effective use of appropriate library resources. Students taking distance courses are also provided with adequate and accurate information about course and program requirements along with available services. ODL deploys technology and employs procedures that insure the integrity of distance learning course and program offerings. This includes procedures keyed to integrity and security that demonstrate that the student who registers in a distance education course or program is the same student as the one who participates in and completes the course or program and ultimately receives credit for those activities. These security measures include secure logins and unique pass codes. ODL is online at <http://distance.fsu.edu>.

The ODL Organizational Structure

ODL accomplishes its mission and assists faculty through a clear, well-defined organizational structure. ODL consists of four main units:

The Blackboard Learning Management System (<https://campus.fsu.edu>): Provides the University community a secure environment for teaching and learning, participating in sponsored organizations, and using Secure Applications to transact University business. The Blackboard system and all on-line courses meet the section 508 federal accessibility standards.



Online Programs and Student Support (<http://distance.fsu.edu>): Academic Coordinators within ODL provide personal ongoing educational support to distance learners across the nation throughout their entire tenure at The Florida State University. From the prospective student's first inquiry about a program to their final semester, FSU ODL academic coordinators and support staff is available to guide, advise and assist.

Online Course Development and Faculty Support (<http://distance.fsu.edu>): FSU ODL Instructional Development Faculty work with departments to help them determine quality standards and best practices in online teaching and learning to produce and promote innovative distance learning (DL) strategies and technologies.

The ODL Assessment and Testing Unit (<http://distance.fsu.edu/testing>): Provides course evaluation services (<http://distance.fsu.edu/tags/course-evaluations>), tests and test-taking services (<http://distance.fsu.edu/testing>) and coordination of proctoring for DL exams (<http://distance.fsu.edu/students/distance-learning-exams>) as well as a range of scanning services that involve using mark-sense forms to collect responses for paper-based multiple-choice exams and surveys.

Process and Procedures for ODL Assisted Distance Course Development

ODL serves departments, programs, faculty and students by using current technologies to deliver University courses and degree programs beyond the main campus. In addition to its activities involving individual courses, ODL supports the development and delivery of numerous degree programs that include majors in business administration, communications disorders, computer science, criminology, educational leadership, higher education, instructional systems, library and information studies, engineering, nursing, interdisciplinary social science, social work, special education, emergency management and geographic information systems. ODL also provides support to undergraduate and graduate distance learning certificate programs.

The process to translate an existing or new course or program of instruction to distance learning distribution varies according to the type and disposition of the course or program. An interested individual or unit seeking ODL support to deliver a course or program via distance must first work through the university approval process. It is recommended that the initial appropriate



university application(s) be initiated at least two semesters before the first course is to be offered to allow time for all stages of the process.

Individuals and departments proposing to develop new rather than converting existing degrees, majors or certificate programs, should begin by contacting the Vice President for Faculty Development and Advancement (FDA) in the Office of Academic Affairs. New degree programs require a formal exploration stage as well as an implementation stage. The application templates for each situation are available online and once completed and submitted are subject to a thorough review and approval process requiring approval at eight levels (undergraduate) or nine levels (graduate), including notification to ODL that a new distance course or program is pending.⁵

With departmental approval and support, individuals or units can apply to ODL for E&G development funding to convert existing and new courses and programs to an online format. To obtain this funding, the appropriate university application and a FS curriculum request form for each individual course is required. After the necessary university approvals are in place, an ODL distance learning course development proposal can be submitted.⁶ The ODL proposal template allows the requestor to detail the educational need for the online offering and indicate support of the Dean, Chair, and/or faculty offering the course, program or certificate.

Once the ODL proposal is reviewed and accepted, the next step is to prepare and sign a Letter of Agreement with ODL establishing responsibility of the respective development and support roles.⁷ To translate a currently offered, on-campus class or course of study to a distance-learning delivery format, a program director must develop and submit an outline of the program, the prerequisites for taking the course, the syllabus, an enrollment estimate, an application to offer the course in a technology enhanced mode of instruction and a per annum budget template.^{8,9} Proposals for ODL development funding for graduate certificate programs are processed similarly. These actions will typically require involvement of a faculty member, department and FS curriculum committees, the department chair, and dean.

After the Letter of Agreement, 3-year auxiliary budget projections, estimated enrollments and university approvals are in place, ODL's instructional development faculties will advise and consult on:



- instructional design and project management for online learning (including appropriate student activities and assessments),
- processes for developing multimedia and other online course materials,
- FSU administrative procedures for approving and offering online courses, and
- development of a detailed budget projection and enrollment estimates.

Faculty and Student Support

The Office of Distance Learning also has the responsibility of providing FSU's distance learning instructors and teaching assistants with:

- assistance with the conversion of instructional materials to a format suitable for online delivery,
- training in the use of current technology tools to enhance the online learning experience,
- research, development and collaboration with distance learning faculty at FSU as well as other schools for the dissemination of best practices methodology in the distance learning environment,
- information and training on intellectual property issues, copyright, and fair use of media and publications in online courses
- management of grants and award opportunities for distance learning faculty who wish to engage in developing innovative instruction and applying new technologies to their online instruction, and
- quality enhancement initiatives for curriculum and teaching improvement to support student success, academic integrity and successful program completion in the distance-learning environment.

Likewise, the Office of Distance Learning is responsible for providing FSU's distance learning students with access to distance courses and programs. Distance students are able to do everything at a distance that is necessary to matriculate at FSU, from application and registration to checking grades and getting transcripts. In addition, ODL works with the Office of Technology Services, Admissions, the Registrar's Office, and the Controller's Office to develop and maintain a mandatory online orientation process for distance students. These services are



equivalent to on-campus face-to-face assistance but can be accessed online or via Email and telephone.

Prospective students can contact ODL distance learning coordinators for:

- assistance with finding online courses, certificate and degree programs that are specific to student's academic status and educational goals,
- information about online course and program costs and locations with direct links to the college and department advisors who are offering those courses and programs,
- navigation through the university's admissions, advising, and registrations processes, that are specific to off-campus students,
- connection to online mentors and teaching assistants
- virtual access to library materials and services for distance learning students,
- access to affordable textbooks for all courses,
- help with secure-access and help-desk support for the learning management system (Bb™), and
- virtual access to frequently asked questions and answers as well as a link to file complaints for prospective and current distance learning students is available at <http://distance.fsu.edu/students>.

Both faculty and student support are complemented by a number of workshops and online tutorials. Faculty members are provided tutorials that cover topics ranging from exam writing to development of course websites. The ODL website allows faculty to collaborate with colleagues to strengthen their pedagogy and skills in the use of new technologies.

Financial Aid Policy for distance learning Students

The Office of Financial Aid and ODL share information on respective policies related to distance learning programs and communicate on any updates required.

- Financial aid is available to all students admitted/enrolled in degree programs.
- Students should apply for aid by completing the online Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov> each year, as soon as possible after January 1.



- To be eligible for financial aid disbursement, students must be enrolled each term for at least half-time enrollment (minimum of 6 credit hours).
- Students who withdraw or fail to complete coursework may be required to repay aid. Additional information can be found in the FSU Bulletin at http://registrar.fsu.edu/bulletin/undergrad/info/financial_info.htm

Distance Learning Fee Characteristics and Development

Under Florida Statutes and in accordance with FSU policy, the university will assess a student who enrolls in a course listed in the Florida Higher Education Distance Learning Catalog a per-credit hour distance learning course fee [s.1009.24 (17) Florida Statutes]. The FSU Board of Trustees has the authority to set all mandatory tuition and fees assessed by the university, including fees associated with distance learning. The amount of the fee may not typically exceed the additional costs of the services provided which are attributable to the development and delivery of the distance-learning course. Distance learning courses that are partially funded by contracts or grants, for expenses associated with those courses, can proportionally reduce the amount of the DL fee, but can not eliminate the need to charge the fee to recover those expenses not paid by the contract or grant.

Universities are also allowed to propose and have approved by the Florida Board of Governors (BOG) market rates for graduate-level courses offered online when such courses constitute an approved degree program or college credit certificate program. Such market tuition rate courses are subject to criteria established by BOG rule [BOG Regulation 7.008 (15)]. In either case, the ODL, working in cooperation with the university Office of Budget, develops and maintains a template that enables the requirement that a distance learning fee be established or the BOG approved market tuition rate be justified. The template provides a means for estimating enrollments and program costs that allows for a simple cost-benefit analysis. The ODL academic coordinators and fiscal staff assist faculty and staff within FSU colleges and departments with:

- budget development for setting annual distance learning fees for individual course/programs,
- preparing the budget office templates and applications for auxiliary accounts,



- managing expenditures, appointments and reporting for distance learning auxiliary accounts, and
- entering distance-learning courses into the course schedule master (CSM) to ensure that those courses are properly coded and posted for registration in accordance with university registration course coding procedures.

Distance Learning Technology

As part of its mission, the ODL provides the University community a secure environment for teaching and learning. All distance courses are hosted in the FSU Learning Management System (LMS) through Blackboard™ (Bb). Bb™ is an LMS designed to provide secure access to course information, academic materials, and communications with faculty and other students. The Bb Grading Center provides a platform for secure online testing within Bb™. All FSU distance courses also have the option to prescribe proctored exams at external sites monitored by the FSU ODL Assessment and Testing Unit. Mentors (online teaching assistants) are assigned to the faculty conducting online courses to ensure that students are properly assisted with the academic course content and associated digital materials. Through Bb™ secure access, distance students will also access their individual, graduate or undergraduate admissions and registration information, and can virtually contact academic advisors from each department. The Blackboard system is designed to facilitate faculty and student-to-student interaction.

The ODL technology unit is also responsible for providing help-desk support for all face-to-face as well as distance-learning students and instructors, since all FSU courses reside in the Bb™ LMS. Faculty and teaching assistants who teach online courses are provided with specialized training in various technologies that are required for synchronous and asynchronous teaching at a distance. Instruction in the development and use of specialized digital materials, textbooks, and other media is provided to all DL as well as face-to-face faculty and students. ODL is responsible for tracking student completions rates through Bb™. In 2010/11, FSU online graduate students had a completion rate of 98%; online undergraduates had a completion rate of 92%.¹⁰

Quality Assurance through Assessment and Evaluation

The ODL Strategic Plan¹¹ is a dynamic process that drives development and measurement of distance learning goals, objectives and outcomes as reflected in the FSU Institutional



Effectiveness Portal (IEP).¹² In support of those outcomes, and in partnership with the FSU Faculty Senate Academic Integrity Committee, ODL faculty representatives subscribe to the University of Maryland Online (MOL) Quality Matters program. Quality Matters (QM) is a faculty-centered peer review process designed to certify the quality of online and blended courses. As a peer-based approach to quality assurance and continuous improvement in online education and student learning, QM has received national recognition. The Quality Matters Rubric consists of eight general standards and 41 specific standards used to evaluate the design of online and blended courses.¹³ The Rubric includes annotations explaining the application of the standards and their interrelated meanings. A scoring system and online tools facilitate the evaluation by a team of reviewers. ODL makes these resources available to all FSU distance-learning faculty during the development of online courses. QM review of distance learning courses is required for all courses developed with ODL funding. QM review of all online courses may be conducted by the FS Curriculum Committee or as required by the Faculty Senate.

Departments offering distance courses, programs and certificates, work with ODL, to assure the comparability of instruction offered by on-line distance learning. They conduct assessment of student learning and program outcomes involving measures ranging from embedded course performance to student retention and student satisfaction. Appropriate units of the university work with the library and the Office of Student Affairs to assess the effectiveness of their services to students engaged in distance instruction. Online courses and programs are subject to the same institutional effectiveness practices as traditional offerings. In addition, online courses and programs are assessed at least every three years by the appropriate committee of the Faculty Senate to insure they meet the requisite level of quality and provide comparable quality and effectiveness to on-campus versions.

A critical component in the on-going evaluation of the quality of distance learning programs is the assessment and testing of our distance learning students and instructors. The ODL assessment and testing unit (ODL/AT) provides proctored and secure testing environments for DL students. ODL/AT is also responsible for mentor, instructor and course evaluations for face-to-face as well as distance courses. In addition to testing and assessment services, distance learning instructors receive support for developing secure assessment strategies as part of their



online course plans. Online and face-to-face workshops and consultations are provided for distance learning instructors and teaching assistants.

Academic Integrity

To assure academic integrity, distance-learning students taking online classes at The Florida State University gain access to course materials and educational resources by means of secure login authentication. Upon admission to the university, each student creates a unique electronic identity, which is protected by a password. All communications are managed through the secured learning management system, including contact with the instructor, collaboration with peers, submission of assignments, and accessing grades. This solution is in compliance with the Family Educational Rights and Privacy Act (FERPA) since all student-related data are password protected and access is appropriately restricted.

Course and Teaching Evaluation of online courses is accomplished using a web-based form that comprises student-related information, a standard set of questions, as well as optional additional questions that can be customized by the department and the instructor. A sample of the form and summaries of numeric questions are available to the public online. Results are used for both formative and summative evaluation of the courses and the instructors. Instructors use the feedback in order to identify areas for improvement, and administrators use it to make decisions about promotion, tenure, and recognition (e.g. teaching awards).

Instructors who teach distance courses and who use high-stakes exams to test students' knowledge and skills partner with the Office of Distance Learning's Assessment & Testing unit to coordinate proctoring. The unit uses a network of professional testing centers to proctor exams for remote students within 100 miles of their domicile. ODL staff work with individual students to accommodate special needs and to identify and validate proctors that are outside of the current network. The process is guided through an online resource on ODL's website.

The Office of Distance Learning works with several university committees and task forces that impact and govern all aspects of teaching online. The Faculty Senate Distance Learning Committee (FSDLC) considers curricular policies and procedures at both the undergraduate and graduate levels. The FSDLC is in charge of monitoring the effectiveness of procedure and



standards governing online courses and programs and proposing changes to the full Faculty Senate when needed. The Faculty Senate Teaching Evaluation Committee ensures that all courses are evaluated and proposes procedures and policies to ensure the effectiveness of the evaluations. In addition, the ODL faculty participates in special task forces and ad-hoc committees, such as the Ad-hoc Committee on Academic Integrity, which was charged with the review of current practices to support and enforce academic integrity.

Reporting and Auditing

ODL is responsible for maintaining aggregate data and responding to information requests from numerous internal and external entities. In cooperation with the FSU Office of Institutional Research (FSU/IR), ODL creates reports regarding distance learning retention rates, course sections, student enrollments and trends. The ODL, working with FSU/IR insures accurate headcount information on student participating in on-line instruction. The ODL also works with FSU Student Financial Services to project, track and report DL tuition and fee receipts. The Office also prepares various reports for the Florida Legislature and responds to DL data requests from the Florida Board of Governors and the Florida Distance Learning Consortium. The ODL, working with the university Department of Legal Affairs, insures compliance of on-line distance learning activities and procedures are in compliance with the applicable state and federal laws. In addition to data gathering and reporting, ODL participates in numerous “best practices” consultations with higher education and distance learning consortiums, research institutes and colloquia. ODL is often called upon to respond to media requests through the FSU Office of Communications. FSU departments that engage in distance learning often have additional accreditation reports requiring ODL assistance.

The ODL insures there is adequate funding for faculty, staff, service and technological infrastructure to support on-line distance instruction. ODL works closely with academic departments and the FSU Budget Office on the establishment and management of distance-learning financial auxiliary accounts. For administrative and financial purposes, all DL activities coordinated by ODL are treated as auxiliary operations. The Budget Office assists the Auxiliary Service Board (ASB) in the oversight of all Florida State University auxiliary operations and coordinates with ODL on the establishment and management of distance learning auxiliaries. ODL is therefore responsible for the management of fundable distance learning supported with a



distance learning course fee, non-fundable supported distance learning and market tuition rate graduate program (Non-Fundable distance learning) auxiliary accounts.

Financial oversight of DL auxiliary operations includes adherence to FSU's Cash Management Policy for auxiliary operations.¹⁴ DL auxiliary operations are subject to internal audit by the FSU Office of Audit Services as well as external audit by State and Federal entities. The ODL business manager and accountants are responsible for detailed and auditable accounting records that differentiate between the revenues generated by multiple distance learning courses and programs. ODL ensures that academic DL account owners and auditors have secure access to auxiliary DL account summaries in the Bb™ Budget Snapshot Organization. These online reports document appointment details for DL development and teaching, year-end cash on hand, account receivables, expenditures, current DL fee billing rates and FSU overhead assessments. The online reports also include the methodology for annual adjustment of DL fees by program. In addition, the ODL DL auxiliary budget manager and accountants provide financial information pertaining to DL auxiliary accounts to the FSU Controller's Office annually.



Appendix A

Attachments and Hyperlinks

1. The Office of Distance Learning at <http://distance.fsu.edu>
2. Faculty Senate Distance Learning Committee at <http://facsenate.fsu.edu/Standing-Faculty-Senate-Committees/Distance-Learning-Committee>
3. Distance Learning Evaluation Guidelines for Use with the Curriculum Request Form at <http://facsenate.fsu.edu/Curriculum-Forms>
4. Distance Learning Courses and Programs at <http://distance.fsu.edu/students>
5. Process and University forms required for new Programs and Majors at <http://distance.fsu.edu/instructors/developing-and-managing-online-program>
 - a. Certificate Programs (Graduate) at http://provost.fsu.edu/sacs/graduate_certificate_program.pdf
 - b. Certificate Programs (Undergraduate) at http://provost.fsu.edu/sacs/undergraduate_certificate_program.pdf
 - c. Online (existing) Degree Programs (Graduate) at http://provost.fsu.edu/sacs/online_graduate_degree.pdf
 - d. Online (existing) Degree Programs (Undergraduate) at http://provost.fsu.edu/sacs/online_undergrad_degree.pdf
 - e. New Degree Program at http://provost.fsu.edu/sacs/New_Degree_Proposal_Form.pdf
 - f. New Major within Existing Degree at http://provost.fsu.edu/sacs/New_Major_Proposal.pdf
6. ODL proposal for distance course/program development funding at <http://distance.fsu.edu/instructors/developing-and-managing-online-program>
7. ODL Letter of Agreement at <http://distance.fsu.edu/instructors/developing-and-managing-online-program>
8. Budget Office Guidelines for Distance Auxiliaries at http://budget.fsu.edu/content/download/56474/460390/file/DL%20Manual_Final.pdf
9. Auxiliary Budget Templates at <http://budget.fsu.edu/Auxiliaries>
10. Completion_rates.pdf
11. ODLStrategic_Plan.pdf
12. FSU Institutional Effectiveness Portal at <http://iep.cpd.fsu.edu>
13. QMRubric.pdf
14. FSU Cash Management Policy at <http://policies.vpfa.fsu.edu/bmanual/budget.html>



Legal & Other References

1. Florida Statutes § 1004.09 Florida Higher Education distance learning Catalog
2. Florida Statutes § 1009.24 (17)(a) State university student fees
3. Florida Statutes § 1011.47 Auxiliary enterprises; contracts, grants, and donations
4. State University System of Florida Board of Governors (BOG)
5. BOG Regulation 9.013 Auxiliary Operations
6. BOG Regulation 7.001 Tuition and Associated Fees
7. BOG Regulation 7.002 Tuition and Fee Assessment, Collection, Accounting and Remittance
8. BOG Regulation 8.002 Continuing Education
9. Southern Association of Colleges distance and Correspondence Education Policy Statement
10. The National Association of College and University Business Officers (NACUBO) College and University Business Administration (6th edition, 2000)
NACUBO Financial Accounting and Reporting Manual
NACUBO Advisory Report 1999-2 Accounting and Reporting for Auxiliary, Auxiliary-Other, and Other Self-Supporting Activities (July 8, 1999)
Office of Management and Budget Circular A-21 Cost Principles for Educational Institutions (May 10, 2004)

Distance Learning Policy Development Online Resources

1. Southern Regional Education Board
 - 1.1. The Policy Laboratory focused on three overarching themes in distance learning: increase access; improve and ensure quality; and drive down costs.
http://www.sreb.org/page/1272/distance_learning_policy_lab.html
2. Florida SUS Board of Governors
 - 2.1. <http://www.flbog.org/forstudents/upi/distancelearning.php>
3. Florida Distance Learning Consortium (now the Florida Virtual Campus)
 - 3.1. Florida SUS Distance Learning Links
 - Florida Atlantic University - Boca Raton - <http://www.fau.edu/provost/files/distlearn.pdf>
 - Florida Gulf Coast University - Ft. Myers
 - Florida International University - Miami
 - Florida State University - Tallahassee
 - University of Central Florida - Orlando
 - University of Florida - Gainesville
 - University of North Florida - Jacksonville -
http://www.unf.edu/president/policies_regulations/02-AcademicAffairs/General/2_0450P.aspx



- University of South Florida - Tampa
 - University of West Florida - Pensacola <http://uwf.edu/atc/AboutUs/distanceLearningGuide.pdf>
 - Also see the University of Maryland:
http://www.provost.umd.edu/PCC_DOCUMENTS/DesignIII_Off-Campus_and_distance_Programs.htm
 - Library services: <http://www.ala.org/acrl/standards/guidelinesdistancelearning>
4. Open Access Textbooks (2011): <http://www.openaccesstextbooks.org/pdf/ModelDraft.pdf>
 5. The American Distance Education Consortium
<http://www.adec.edu/admin/papers/GPforDL.html>