Introduction

The eLearning Task Force ("the Task Force") was created based on incoming FAU President Mary Jane Saunders' desire to increase the University's technical and substantive capacity to deliver quality eLearning programs, courses and degrees. To that end, the eLearning Task Force was formed in May, 2010 from a wide variety of interdisciplinary faculty members and administrative personnel who held either experience or expertise that would help President Saunders best determine the appropriate direction for FAU's eLearning initiative (Appendix A provides a list of eLearning Task Force members). Over the last several months, the Task Force has met weekly to develop the following recommendations designed to guide FAU's eLearning initiatives. The following report details these recommendations, which are hereby submitted for the review and approval of President Saunders.

General Recommendations from the eLearning Task Force

First and foremost, a set of guiding principles should inform all FAU's efforts in eLearning, and these must be integrated within a coherent, University-wide strategy designed to both attract new students and to better serve and retain existing ones. These principles include: 1) a commitment to quality service for both students and faculty; 2) a policy of honoring student, faculty and administrative needs in planning, developing, and maintaining eLearning initiatives; and, 3) a context of fiscal feasibility and responsibility. Logistically, eLearning efforts should be coordinated by a newly designated "Center for eLearning" (CeL), which should be responsible for coordinating all the resources (faculty, instructional designers, technologies and tools, and finances) needed to successfully meet FAU's short, intermediate and longer-term eLearning goals. The CeL would be responsible for implementing those Task Force recommendations approved by President Saunders.

Second, FAU's eLearning strategy should be structured to meet the needs of three primary constituencies: 1) existing students for whom course capacity, creativity and availability can be enhanced; 2) new students who are attracted to the increased range of programs and courses made available at FAU, as well as the value these programs provide when compared with other eLearning options; and, 3) faculty members who are better able to reach new and existing students, as well as capitalize on innovative course delivery options. The Task Force recognizes that faculty involvement is a key ingredient for the success of eLearning initiatives, and thus while faculty should be encouraged to become involved with eLearning; they should not be required to do so when it is inconsistent with their own professional goals. Through the CeL, FAU would provide interested and engaged faculty with the support and resources necessary to

create and manage successful eLearning courses through ongoing training, course development and design, and other essential assistance.

Third, all decisions involving eLearning initiatives should carefully combine 'top-down' initiatives (e.g., communicating which courses/areas are currently most urgent/important to FAU's long-term objectives) with 'bottom-up' involvement by colleges, schools and departments. Specifically, individual units should be empowered to suggest new programs, certificates and courses that meet their curriculum needs.

Fourth, there are many aspects of implementing eLearning at FAU that remain undefined, and it is essential that FAU's eLearning efforts be *data-driven* in several respects. First, it is critical to clarify what currently exists, what is being planned, and what each college aspires to implement in the short, medium and longer-term future. Initial work has been completed by the eLearning committee and is reflected in Appendix E. Second, identifying the needs of new and existing students will better enable FAU to meet their respective needs and interests. Third, understanding the extent to which faculty members are interested in participating in the new eLearning initiatives and would be willing to receive intensive training, will help FAU engage and interest faculty. That is, eLearning programs can only be successful to the degree that competent faculty are available to contribute, and that such courses meet specified criteria of technological and substantive sophistication. A better empirical understanding of the three areas described above will help the University identify which new programs/degrees/certificates are most likely to successfully attract new students and generate revenue/FTEs.

Finally, implementation of the principles and ideas suggested by the Task Force should be a meticulous and gradual effort, supported by an ongoing "Advisory Committee" to help the new CeL successfully accomplish its objectives. This Board should be comprised of existing faculty and administrators who have indicted willingness, expertise and availability to support the University's effort. (Many of the current eLearning Task Force members have indicated their willingness to serve as part of this Board.)

The rest of this document delivers more specific guidelines organized in terms of Administrative, Academic, Infrastructure and Finance recommendations.

Administrative Considerations and Recommendations

Create a Center for eLearning (CeL) reporting to the provost

Institutions with the most successful eLearning programs have well-organized centers with directors and support staff for instructional design, training, technical assistance, and other support services. These are centralized units that serve the entire University as opposed to several individual centers at the college or Department level, and it seems appropriate that FAU should also follow this model. The dual role of the CeL would be to assist students in having a positive eLearning experience and to assist faculty in developing and delivering successful eLearning courses. The Center should focus on designing and implementing best practices for students and faculty, providing eLearning training for faculty, students and administrative personnel, offering technical assistance for all groups, and providing general information for students about registration, advising, FAQs, and other issues related to eLearning.

A variety of models exist for determining the organizational location of the Center within FAU. Many institutions house the Center within the computing/information technology division of the University (e.g., IRM at FAU), particularly in the early years of the development of eLearning. Some institutions house the Center within a more broadly focused Teaching/Learning Center. At a few institutions, the eLearning Center reports directly to Academic Affairs (an Assistant Provost for eLearning). The eLearning Task Force recommends that the CeL, headed by an Assistant Provost (position description in Appendix B), report directly to the Provost because this model will best ensure the greatest opportunity for academic integrity and quality learning experiences.

Create a CeL advisory committee

The FAU eLearning Task Force recommends that an eLearning Advisory Committee be established to work with the new Center for eLearning and to serve as a resource to the Assistant Provost for eLearning. The initial membership of the Committee should be drawn from the current members of the eLearning Task Force based on their knowledge of and familiarity with the subject as well as their understanding of potential issues.

The eLearning Advisory Committee should serve as a resource to provide advice and recommendations to support the Assistant Provost and the Center in accomplishing the goals established by the university. During the initial year of operation, the eLearning Advisory Committee should develop by-laws patterned after those of Advisory Committees currently guiding colleges within FAU.

Faculty training and associated incentives

Faculty will come to the eLearning environment with a variety of expectations and backgrounds. Some will have extensive training in eLearning and will have considerable eLearning teaching experience, others will have experience with teaching eLearning but little or no formal training or mentorship, and many faculty may come to eLearning with no training

and only limited eLearning instructional experience. All levels of faculty experience will be honored and provided with support and incentive for their continued participation in eLearning.

It is important to acknowledge that teaching eLearning courses requires different faculty skills and strategies than those typically associated with quality classroom-based courses. Faculty who teach eLearning courses cannot simply replicate classroom skills and techniques. Rather, they must learn how to maximize effective use of the technology, while simultaneously developing strategies that engage students and ensure that learning objectives are being met. Faculty training, through the proposed FAU CeL, is critical to the success of eLearning courses and ensuring an eLearning program of the highest caliber would require participation in such training for all faculty wishing to teach, or continue to teach, eLearning courses.

Training should be required for ALL faculty offering courses in an eLearning format, irrespective of previous experience, to ensure consistency of technological approach and up-to-date understanding of FAU policy, guidelines and procedures. Training should be adjusted based on the faculty member's previous experience. The Assistant Provost for eLearning, in cooperation with the eLearning Advisory Committee, will ultimately determine the nature and structure of the training. For example, at least one State University System (SUS) school offers a basic training course including one full day of training per week for an 8-week period. Another possible model may include summer institutes for faculty teaching eLearning for the first time, with refresher institutes for faculty already teaching eLearning (to update their expertise on advances in technology, new software, and effective teaching strategies). Alternatively, those with previous experience might take the beginning modules of a basic training course, and then have individual time with FAU's instructional designers to enhance and update existing and planned courses. The Task Force recommends that at least some of the basic training occur in an eLearning environment so that training can replicate the student eLearning class experience. Ongoing faculty training will substitute for course-by-course evaluation to ensure technical and substantive competency (which would likely prove to be resource prohibitive). A refresher/retraining course would be required, as deemed appropriate, approximately every 3 to 5 years. To minimize disruption of existing courses, this requirement should be phased in over a period of several years.

It is unlikely that all faculty interested in eLearning training could initially be accommodated for training. Therefore an application and selection process would be developed for faculty interested in this training. Faculty chosen to participate should be compensated for their participation in training. The compensation amount has not been finalized however; the committee recommends a one-time lump sum payment of $3,000 be considered in the cost model. Faculty selected for training are expected to teach an eLearning course within the following academic year after completion of the training.

Finally, to help academic units manage and oversee their own eLearning initiatives, the CeL should develop workshops for school directors, program chairs and college deans about the resources and opportunities available through the CeL. A workshop for these administrators

would be designed to help them better understand the role of the CeL and how it can assist in developing more effective and coordinated eLearning courses, programs and degrees. The intention of these workshops should be to help academic department heads organize and coordinate their own eLearning resources, communicate about eLearning with faculty, and develop or convert existing or new courses/program/degrees from a face-to-face to an eLearning format.

No differentiation between eLearning and face-to-face teaching for compensation or assignments

Faculty assignments need to be developed in accordance with applicable FAU policies (Provost's Memo Faculty Assignment Guidelines 3/25/05; college / department / school faculty assignment guidelines; and Article 9 {Assignment of Responsibilities} of the Board of Trustees (BOT) / United Faculty of Florida (UFF) Collective Bargaining Agreement http://www.fau.edu/provost/files/facassign.pdf). The assignment of an eLearning course must consider many of the same variables as face-to-face instruction (i.e., enrollment, use of teaching assistants, multiple sections, amount of preparation required, new course development, development of teaching materials, etc.). There should be no differential compensation or assignment adjustment between eLearning and face-to-face teaching (i.e., eLearning and face-to-face teaching should be weighted the same in a faculty member's annual assignment).

Ensure FAU Intellectual Property Policy meets the needs of eLearning

The FAU Intellectual Property Policy ("IPP") governs the creation of eLearning material, as it governs instructional works created for in class education. Under the IPP, regular instructional works, which are owned by the author, are defined as works "developed without the use of appreciable University Support and used solely for the purpose of assisting or enhancing the faculty member's instructional assignment…." As further stated in the IPP, where eLearning material is created as a specific requirement of employment or as an assigned instructional duty, it will be owned by the University. This is a re-statement of the traditional concept of a "work for hire" as applied in the university setting.

For further information, see the Florida Atlantic University Intellectual Property Policy at www.fau.edu/research/ott/ipp.php.

Academic Considerations and Recommendations

Several different options may accomplish FAU's eLearning implementation objectives. None of these options are mutually exclusive, and all overlap with one another. The implementation of one or another approach will depend on a variety of academic, institutional, economic and technical criteria that have yet to be clarified. It would behoove the eLearning initiative to have a clear sense of these criteria toward full implementation.

Three potential eLearning implementation options are detailed below. eLearning at FAU may focus on one of these directions, or structure a comprehensive approach featuring elements of all three possibilities.

Option 1: Build eLearning into existing courses/programs/degrees

One option is to incorporate eLearning into already existing courses/programs/degrees offered at FAU. The advantage of this option is that it capitalizes on an existing student base, already developed courses and degree programs, and may be a cost effective means of expanding current academic offerings. By increasing access to current courses/programs/degrees, student enrollments/FTEs can be expanded without significant program reorganization.

However, the degree to which various FAU programs, courses and degrees are already offered online remains unclear. Before the University can begin to identify where and how best to position new eLearning courses/programs/degrees, it must better understand what is currently available and the extent to which it satisfies the needs of individual colleges, departments, students and faculty as well as supports the overall mission of FAU. To that end, the taskforce recommends surveying colleges, schools, departments, faculty and students to clearly indentify the extent and quality of current eLearning course and program offerings. Moreover, the degree to which such courses/programs are attracting new students or are simply displacing students from face-to-face to eLearning classes remains unclear.

Option 2: Develop new eLearning courses/programs/degrees

Another option is to implement new courses/programs/degrees/certificates in addition to what already exists at FAU. The main advantages of creating new, entire eLearning programs would include potentially increasing revenues, attracting new students and establishing FAU as a leader in the eLearning academic community. By identifying one, or several, new eLearning initiatives on which to focus intensively, FAU may be established as a leader in providing quality eLearning academic programs in specified areas of expertise.

In order to effectively promote and implement this option it is necessary to identify what currently exists, where the most demand is, where resources currently exist and what resources would need to be devoted to such an effort. Prior to initiating a new eLearning initiative, it would be wise to identify current departments / colleges / faculty member priorities, capacities and resources for creating new eLearning programs. Moreover, the University must consider current and potential consumer demand for new eLearning programs, and then reconcile its "supply and demand" in a fiscally and academically efficient manner.

The Assistant Provost for the CeL may wish to establish an internal Request for Proposal (RFP) process from colleges to determine which programs will receive support.

Option 3: eLearning certificate programs

> One potential intermediate option is to consider implementing eLearning certificate programs. This might be seen as a transitional step as FAU develops the long-term human and economic resources necessary for effective eLearning teaching and learning. This could include developing eLearning certificate programs in select colleges / schools / departments where demand can be documented and where faculty and department capability both exists and can be nurtured at the same time that student demand for degree programs is cultivated.

General academic considerations

In general, eLearning should be designed to both attract new students and to better serve existing students. FAU should avoid the trap of simply shifting existing students into new eLearning programs that were designed to attract new student populations that either, a) do not exist, b) cannot or are not interested in accessing these courses or, c) are unable to enroll because courses are too quickly filled by existing students. To that end adequate guidelines must be developed to manage enrollments of new eLearning courses so that new students are engaged and current students are adequately served.

Implementing eLearning needs to simultaneously follow both 'top-down' and 'bottom-up' strategies. Clearly, FAU's vision and broad goals will be communicated to the University community in a top-down fashion and eLearning must be incorporated within these to serve the overall mission of the University. On the other hand, faculty involvement will be enhanced if there is a perception that bottom-up initiatives proposed by individual colleges / schools / departments are supported and individual faculty who volunteer for eLearning training are encouraged.

The eLearning Task Force recommends developing a comprehensive 5-year plan, the initial stages of which are detailed in the latter portions of this document. The final plan should be developed by the newly appointed Assistant Provost for eLearning in cooperation with the eLearning Advisory Committee. The first year (2010-11) is particularly critical in developing eLearning momentum and priorities and should focus on establishing the CeL and surveying the colleges, departments, students and faculty to assess interests, goals, priorities, and resources.

Maintain academic integrity

Although several national studies[1, 2] have shown that cheating and plagiarism are no more common in eLearning courses than in classroom-based classes, there is still a widespread perception among faculty that such practices are pervasive in eLearning courses which has led many faculty to devalue eLearning programs.

The proper design of eLearning courses minimizes the possibilities for cheating, and instruction in the varied and appropriate techniques and strategies to accomplish this will be an important component of the CeL training institutes and seminars. FAU already uses SafeAssign to

minimize written plagiarism in both eLearning and classroom-based courses. Based on the results a recent FAU survey that addressed student and faculty perceptions of cheating in eLearning vs. face-to-face classes at FAU (Raines, D.A., Brown, S.L., Eggenberger, T. Hindle, T., Ricci, P. and Schiff, M. (2009). *Students' perceptions of ethical behavior in online courses.* Unpublished raw data.) there is no reason to believe that cheating or plagiarism would be any more prevalent or severe in eLearning than in classroom-based courses.

FAU also needs to investigate other ways to minimize cheating. The Office of Testing and Evaluation can help proctor eLearning exams, both through in-house proctoring and through external contracting to support students outside the FAU service area. Currently, Testing and Evaluation can seat approximately 900 students during the final exam period. Should additional seats be needed, additional lab space on campus would need to be identified. FAU should also investigate services currently being used at other institutions. ProctorU, for example, is a fee-based service ($22.50 for a 2-hour exam) that proctors students via a webcam during the exam.

1. Grijalva, T.C., Nowell, C. & Kerkvliet, J. (2006). Academic honesty and online courses. College Student Journal. 40 (1) 180-185 .
2. Spaulding, M. (2009). Perceptions of Academic Honesty in Online vs. Face-to-Face Classrooms. *Journal of Interactive Online Learning* 8(3). 183-198

Develop instructional standards

The time demands of eLearning instruction are at least equal to, if not more than, those associated with classroom-based courses. eLearning courses must facilitate student participation and discussion throughout the semester, and faculty must regularly monitor student work and provide feedback. Prior to the formation of this Task Force, the University Faculty Senate (UFS) Distance Learning Subcommittee was already engaged in developing eLearning standards and recommendations to be considered by UFS.

Optimum eLearning course class size will need to be determined by the discipline and the particular demands of the course. Many faculty teaching eLearning courses argue that enrollment must be restricted to 35 or less, but some faculty have had success teaching much larger courses, sometimes in excess of 200. Techniques and management strategies for teaching large eLearning classes should be covered in the CeL training curriculum.

eLearning course credits from other accredited higher education institutions are treated in the same manner as face-to-face course credits from these same institutions. In most cases, there is no differentiation between an on-line and face-to-face course on a student's transcript.

Conduct assessment of eLearning

There are several levels of assessment that must be considered for eLearning courses. First, the quality of faculty competence and performance is important. Several assessment processes are already in place to evaluate this. The Student Perception of Teaching (SPOT) instrument is given to students at the end of the semester, and FAU has a version used specifically for eLearning courses. Many faculty feel that the SPOT (for both eLearning and regular instruction) is desperately in need of revision, and UFS should revisit these. Moreover, there must be clear criteria for the evaluation of faculty teaching eLearning courses (beyond the SPOT). Every academic major maintains an Academic Learning Compact (ALC), which outlines the learning objectives for students in that major. Departments must assess student work to ensure that learning objectives are being met, and eLearning courses are equally expected to meet those objectives. Moreover, eLearning courses must meet the applicable accreditation standards of Southern Association of Colleges and Schools (SACS) as explained in Appendix C and of the specific course discipline/college.

Second, the quality of individual courses should be evaluated for both technical and substantive capacity by their respective departments. That is, it is essential to examine the degree to which eLearning courses are meeting disciplinary specifications for quality eLearning course delivery, and how faculty and other FAU units (e.g., the CeL) are supporting that process. While the CeL (or other oversight unit) cannot ensure disciplinary substance in any individual course, it can help train department heads to better evaluate the degree to which individual faculty are meeting departmental standards for course content and management.

Third, there must be a mechanism to assess eLearning service delivery to FAU faculty, administration and especially students. For example, is FAU adequately targeting, reaching and engaging new student populations? Is the CeL providing training that meets faculty, administrative and staff needs? Is eLearning helping to reduce bottlenecks in particular required and elective courses? How does student retention in eLearning courses and programs compare to campus-based courses and programs? Lastly, there must be a procedure to resolve complaints of eLearning students and to monitor the capacity and adequacy of eLearning administrative and technical support. The effectiveness of eLearning support services should be measured annually via online student surveys and faculty input. In sum, the eLearning initiative must continually monitor and assess its own service delivery quality and capacity.

Fourth, the quality and availability of technical support for faculty and students must be evaluated. FAU users need access to technical support at all times. FAU currently has 24/7 support available through an outsourced provider because budget constraints make in-house 24/7 support unaffordable. The scope is limited, but learning management support is included. The quality of the outsourced provider is under review and if deemed unacceptable, IRM will need to look at alternative solutions.

Infrastructure Considerations and Recommendations

Faculty support services

Establish a supportive environment for eLearning support

Most FAU faculty are newcomers to eLearning who may need assistance in course design, redesigns and upgrades. The CeL should support a team of instructional designers who will work with faculty on the development of their courses. Ideally, the Center would provide "on call" support staff to be available for faculty issues and include an easily accessible, welcoming location where faculty can consult and collaborate with instructional designers and educational experts.

Develop an eLearning Faculty Development Center (FDC)

The FDC might include online help and (scheduled) interactive chats, an eLibrary housing tutorials, technologies, pedagogies, creative learning activities, eLearning assessment strategies, and current information about open source teaching materials, eBooks, etc. This will be a secured website, accessible to all FAU faculty, to enable resource access as well as to "experience the eLearning experience." In addition to external resource links, the site should also include FAU-developed resources and examples of outstanding teaching-learning activities by FAU faculty members. This site should also include an asynchronous discussion in which faculty can pose questions, seek information/clarification, or share new resources. This discussion site would be monitored and responded to by the staff in the CeL.

Expand understanding and availability of software

Many faculty are unaware of the software resources available through FAU site licenses to help design and enhance eLearning courses, such as SoftChalk, Captivate, Camtasia, etc. The CeL should provide a complete inventory of available software and their capabilities. CeL staff need to be familiar with such software to provide faculty training and to interface the software with the University's course management system.

Provide additional funding to the FAU library for eLearning materials and services

The legal, practical and fiscal implications of converting and licensing existing library materials to streaming video, and of acquiring and/or converting eBooks or other materials to digital formats should be explored, and resources should be provided for such conversion where necessary. One possibility may be to have individual eLearning programs designate a portion of their "library budget" dedicated to streaming media or other digital reference supports for eLearning teaching and learning. The CeL should coordinate the needs of individual colleges that offer completely online programs to avoid duplication of technologies.

Student Support Services

Provide a centralized website for resource and administrative support services

It is essential that adequate support services for students be made available online. The following areas need to be accomplished through a user-friendly "one-stop help process." Monitored discussion forums, phone-based support, email, and chat rooms should be implemented to assure support in the following areas:

- Admissions, registration, financial aid, etc.
- Maintenance of all normal "holds" (advising, financial, etc.)
- Reference and research library support, including bookstore involvement in e-books and materials
- eCounseling/eAdvising which includes a provision of "live" communication between the student and the counselor/advisor via phone, chat, etc.
- Tutoring
- Advising support, including "real time" interaction for problem solving
- Americans with Disabilities Act (ADA) accommodations
- Elimination of immunizations requirement for completely online course takers

Ensure proper fraud policies, investigations, and processes are in place prior to implementation

Existing policies and procedures need to be reviewed for applicability relevant to eLearning students.

Tools and Technologies

Convert to web forms with electronic signatures

While most FAU forms are available online, many are in a format which requires users to either scan or fax the document for delivery to the appropriate department. The Task Force recommends a movement to more web-enabled forms with electronic signatures. Resources would need to be expended to ensure that all offices are updated to accept electronic documents. While there may be some instances where hard-copy, signed materials will be required to comply with State of Florida and Federal laws, a concerted effort to accommodate eLearning users in areas such as matriculation and financial aid disbursement must be made. In all cases, an eLearning student need not come to campus to fulfill these processes.

Develop consistent procedures, resources and training for eLearning academic advisors

A consistent approach to eLearning advising must be developed, and advisors must be appropriately trained to use such technologies. This would be part of the CeL's training program for administrative and support personnel.

Ensure availability of instructional design support

The recently created Teaching with Technologies program has funded three instructional design positions to assist faculty in developing high-quality eLearning programming. The Task Force recommends that this program become part of the Center for eLearning. As demand for these services increases, additional designers may become necessary.

Develop an inventory of tools to aid in course development and delivery and maintain regular review for quality and functionality

A comprehensive review of existing eLearning technologies must be undertaken. The Task Force recommends that a Subcommittee of the IRM Academic Advisory Committee, in cooperation with the new CeL, should be created to regularly review and recommend appropriate tools to support the needs of eLearning. Additional tools need to be funded to support content creation and dissemination. IRM and the CeL may undertake this process together.

Ensure adequate access to, and availability of, technological training through a variety of mediums

IRM currently provides training for Blackboard and a series of productivity applications. As part of the Teaching with Technologies program, online self-help trainings to provide access to those who are unavailable for scheduled training or who simply want to learn about a quick topic rather than attend an entire class, should be made available. Moving toward more online self-help and training that blends pedagogy with the technology would be appropriate.

Ensure accessibility and accommodation for students with disabilities

The tools selected must have the ability to support students with disabilities in compliance with the ADA.

Finance Considerations and Recommendations

Identify adequate University resources to support the initial inception of the program

With FY11 designated as the start-up year for the program, FY12 and beyond have been depicted on the pro forma budget (Appendix D) with a phased-in approach. Some of the assumptions are:

- FY11 – no new students
- FY12 – 150 new students
- FY13 – 150 continuing students and 50 new students
- FY14 – 200 continuing students and 50 new students
- FY15 – 250 continuing students and 50 new students
- FY16 – 300 continuing students and 50 new students

- FY 17 – 350 continuing students and 50 new students
- Thirty-five students per course (on average)
- Each student taking 2 courses per semester for 3 semesters
- Faculty salary calculated with an average per course of $12,500
- Tuition calculated as undergraduate in-state charge with appropriate annual increases
- A flat fee per credit hour similar to FIU flat fee; increasing by 3% annually

In addition to the course delivery costs, expenses such as marketing publications, website development, training, computer acquisition, library resources, etc. have been included in the pro forma budget to assure all peripheral costs have been considered. Some of these costs are on-going and others are one-time costs. An example of a start-up, one-time cost is space renovation. If space can be identified and minimal change needs to be done to that space, the start up costs can be reduced, accordingly.

Generally, the assumptions above are conservative and show that revenues will eventually (by FY16) produce a program that is self-supporting. In the early years, administrative support will be necessary to balance the budget. However, higher-than-planned student enrollment could diminish the administrative support necessary to break even (revenues over expenses).

It is recommended that base funding be identified to cover the costs of the program. Continuous monitoring of its success and ability to match actual revenues/expenses consistent with the pro forma budget is recommended.

Review SUS eLearning programs to assure competitive, yet collegial, pricing structures

During the Florida Higher Education Summit, State University System (SUS) Data Workshop 2010, Distance Learning Elements specific to instructional delivery methods were classified. The eLearning Task Force recommends the CeL review the elements and establish FAU's position with regard to the definitions. That is, FAU must be clear about exactly what proportion of a course must be taught online in order for it to be classified as a fully online course/program, and then to determine an appropriate pricing structure. It is important to note that a distance learning fee can only be charged if a course is 80% delivered using some form of technology when the student and instructor are separated by time, space or both and the course section is listed in the Florida Higher Education Distance Learning Catalog pursuant to Florida Statutes 1004.09 (http://64.56.81.190/resources/FHES10/_doc/Workshop_Preliminary.pdf).

At this time, available information from SUS institutions on individual program tuition and fee charges is neither clear nor easily accessible. The most reliable current information comes from Florida International University (FIU) and, for the purpose of this report, we have used those charges to estimate FAU's costing structure. Overall, non-resident rates by SUS institutions are not published and/or have been difficult to locate.

Comply and become aware of Florida Statutes related to distance education

FAU needs to be cognizant of, and compliant with, two separate Florida Statutes for this program. These statutes need to be monitored annually for change and non-compliance. Florida Statutes 1004.09 and 1009.24 deal with the Florida Higher Education Distance Learning Catalog and the assessment of state university student tuition and fees, respectively. Sections 17 and 18 of FS 1009.24 are detailed below.

> (17) (a) A state university may assess a student who enrolls in a course listed in the Florida Higher Education Distance Learning Catalog, established pursuant to s.1004.09, a per-credit-hour distance learning course fee. For purposes of assessing this fee, a distance learning 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.

> (b) The amount of the distance learning course fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course. If the distance learning course fee is assessed by a state university, the institution may not assess duplicative fees to cover the additional costs.

> (c) The link for the catalog must be prominently displayed within the advising and distance learning sections of the institution's website, using a graphic and description provided by the Florida Distance Learning Consortium, informing students of the catalog.

> (18) A state university may not charge any fee except as specifically authorized by law.

***Review student fees to determine applicability to students in eLearning programs***

All current student fees may not be relevant for those enrolled in eLearning programs. For example, it may be appropriate to waive fees for:

- Traffic and parking
- Athletic facilities and services (particularly for those outside of the state)
- Health Services
- Student Activities

Establish a staff and operating budget for the CeL

Figure 1 shows the initial staffing for the Center for eLearning. Appendix B outlines the Assistant Provost for eLearning position description and the pro-forma budget model is given in Appendix D. Staffing in areas such as library support, design, administration, student services, etc. are included. Utilizing existing funds from the Teaching with Technologies proposal, operating

costs, 1 FTE assistant director instructional design, 2 FTE instructional designers, and internships are currently planned to support a new Center. Start-up costs for 1 FTE assistant director of academic programs, 1 FTE assistant director of student services, technological infrastructure repair/replacement, library eBook resources and 1 FTE Assistant Provost are included in the pro forma budget.
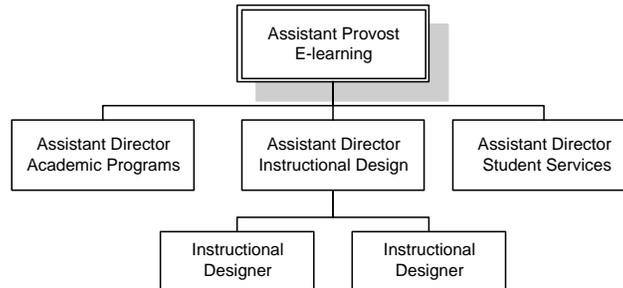
Figure 1: Initial staffing for the Center for eLearning.

Space and Equipment

Identify space to accommodate the CeL, with planning for future growth

The following is a planned office suite with required furnishings and relevant equipment assumed:

- A minimum of 7–10 offices at 150 nsf (net square feet); 1,500 nsf
- A conference room that can also be used for teaching eLearning techniques; 500 nsf
- Total of 2,000 nsf
- To ensure maximum synergies and resource sharing, the Center should be located as near as possible to the Center for Teaching and Learning (CTL). The CTL is currently located on the second floor of the General Classroom South Building.

Computing equipment should be current and replaced on a 3-year cycle

The Center should showcase the latest in effective technologies in teaching. This will require a sufficient budget to ensure equipment is replaced in a timely fashion.

Conclusions and Implementation

The eLearning Task Force recommends a 5-year plan to develop and enhance eLearning at FAU, starting with the establishment of a Center for eLearning reporting to the Provost's office. During the first year, priorities should include hiring the Assistant Provost for eLearning, instructional designers, support personnel, eLearning pedagogical experts, and other relevant personnel. Additionally, the Center's staff and director will begin campus-wide outreach to department chairs, deans, program directors, faculty members, and staff and leadership of the Center for Teaching and Learning to identify interest, need, desire and capacity for eLearning initiatives within FAU's colleges and programs. This will occur through a series of online surveys

to faculty, students and administrative personnel to assess appropriate capacity and strategy for eLearning. Through this effort, the Assistant Provost for FAU's CeL can determine the future direction of eLearning program/degree offerings. A more detailed action plan is included in Appendix F.

Currently, there is little consistency or oversight of the many varieties of eLearning pedagogy, courseware management software, and pedagogical processes. The CeL's new coordinated oversight will greatly improve both student and faculty eLearning environments by, 1) ensuring a supported courseware system is in place for those who have completed training, 2), improve pedagogical processes for all those who want to teach eLearning courses, 3), provide a sufficient number of resources for those interested in converting classes or creating classes to an eLearning format. Also during Year 1, a faculty training course should be debuted with a competitive application process designed to select those FAU faculty members who will participate in the initial training series.

The CeL should design, implement, and oversee this faculty course development process and should coordinate the eLearning discussions across campus with various campus constituents. Also during this initial time frame, the Center should create a Portal for students and faculty members and guests of the University to have easy access to eLearning information and assist them with their eLearning-specific needs (such as registration, textbook ordering, advising, and financial aid. The CeL's Operational Years 1-2 should prove to be the foundational years of the Center for eLearning.

During years 2-3, the CeL should focus on increasing the number and percent of FAU faculty completing the training course until ultimately all faculty members who desire to teach eLearning have completed training.

Also during the 2nd and 3rd years of CeL operation, a Request for Proposals (RFP) process should be developed and disseminated to directors/deans/chairs within colleges, departments, schools and programs desiring to create or expand a fully eLearning program *and* increase student enrollment above and beyond existing traditional face-to-face and/or eLearning "enhanced" courses. Programs selected to receive support should represent new and/or greatly expanded ongoing efforts designed to increase student enrollments, promote enhanced FAU outreach, revenue sources, and increased program offerings to high-demand fields or disciplines. The overall goal is for FAU to become a competitive provider of eLearning programs, certificates, and degrees among its SUS peers.

By year 5, FAU should have a small number of fully operational, dedicated eLearning programs and/or certificates with a substantial number of trained faculty teaching across campuses. By Year 5, the first group of trained faculty members will be required to complete their re-training.

FAU is at the genesis of a new era of eLearning. By enacting as many of these recommendations as possible, FAU can begin positioning itself as a key player in the world of eLearning and establish a firm foothold in creating Florida's next generation of technologically aware and capable leaders.

APPENDIX A

eLearning Task Force members

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APPENDIX B

Assistant Provost Position Description
Center for eLearning

The Assistant Provost of the Center for eLearning at Florida Atlantic University will be responsible for the development and administration of this new Center. They will provide leadership and facilitate the direction of the University's efforts to develop and implement eLearning across all academic programs. Duties include outreach, development, consultation, and other eLearning activities that support or enhance the University's academic programs and mission.

The Assistant Provost is responsible for overseeing and managing the Center for eLearning responsibilities for:

- Instructional technology including faculty and staff training and development

- Providing training, support and assistance to faculty utilizing eLearning

- Collaborating with faculty in facilitating the creation of new eLearning courses and programs

- The day-to-day operation of the Center; overseeing staff and day-to-day operations

- Managing and technically supporting the eLearning website

- Procuring academic software and hardware

- Developing an on-line orientation course for new eLearning students

The Assistant Provost

- Works with the Provost to implement the academic technology strategic vision

- Works with the deans, chairs, director, and faculty on the creation, design, development, delivery and marketing of new and innovative eLearning courses and programs

Position Requirements

The successful candidate will have a doctoral degree. They will have at least six years of supervisory management experience in higher education and demonstrated knowledge, leadership and management of technology, eLearning and pedagogy. Classroom teaching experience with eLearning and web-enhanced courses is required, in addition to experience in managing an eLearning environment, grant writing and budget management, and technical expertise in BlackBoard.

SACS Distance Education Policy

Southern Association of Colleges and Schools
The Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

DISTANCE AND CORRESPONDENCE EDUCATION

- Policy Statement -

Definition of Distance Education

For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Policy Statements

1. At the time of review by the Commission, the institution must demonstrate that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.

2. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.

3. Institutions must ensure that their distance and correspondence education courses and programs comply with the *Principles of Accreditation*. This applies to all educational programs and services, wherever located or however delivered.

1

**Guidelines in the Application of the *Principles of Accreditation*
To Distance and Correspondence Education**

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

Mission

> If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

Curriculum and Instruction

> The faculty assumes primary responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction.
>
> The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.
>
> Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.
>
> Academic support services are appropriate and specifically related to distance and correspondence education.
>
> Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.
>
> For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.
>
> For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.
>
> An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Faculty

> An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.
>
> The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

2

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

Institutional Effectiveness

Comparability of distance and correspondence education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Library and Learning Resources

Students have access to and can effectively use appropriate library resources.

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs

Student Services

Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

Adopted: SACSCOC Board of Trustees: June 2010

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APPENDIX D

eLearning Pro Forma budget model

e Learning Initiative								
Five-year Perspective for Program with New Student Enrollees								
Planned Participation		FY11	FY12	FY13	FY14	FY15	FY16	FY17
# of Students (taking 2 courses over 3 semesters)			150	200	250	300	350	400
Cost per credit hour - current FAU rates plus 15%		108.47	124.74	143.45	164.97	176.52	188.87	202.09
DL Fee per credit hour- Undergraduate Resident		66.33	68.32	78.57	90.35	96.68	103.45	110.69
Total Credit Hours		-	2,700	3,600	4,500	5,400	6,300	7,200
Total Fees Generated		-	521,263	799,270	1,148,951	1,475,253	1,841,607	2,252,022
Budget- Sources and Uses								
Sources:								
Tuition		-	336,799	516,426	742,362	953,193	1,189,902	1,455,080
DL Fee Assessment		-	184,464	282,844	406,589	522,060	651,705	796,942
Teaching with Technologies		151,250	350,000	350,000				
Administrative Support		476,829	193,296	276,037	405,348	218,686	-	-
Total Sources		628,079	1,064,559	1,425,307	1,554,299	1,693,939	1,841,607	2,252,022
Uses:								
Faculty Salaries/Benefits (35 students per course; $12.5 avg sal)			322,099	429,466	536,832	644,199	751,565	858,932
Administration Salaries/Benefits	Asst Provost -135K	88,425	182,156	187,620	193,249	199,046	205,018	211,168
Faculty Incentives ($3,000 ea.)	10/20/30	30,000	60,000	90,000	90,000	90,000	90,000	90,000
Staff Salaries								
Assistant Director-Instructional Design	1 FTE- 75K	57,313	77,250	79,568	81,955	84,413	86,946	89,554
Instructional Designer	2 FTE - 65K	99,342	133,900	137,917	142,055	146,316	150,706	155,227
Assistant Director-Academic Programs	1FTE/2FTE - 60K		78,600	161,916	166,773	171,777	176,930	182,238
Assistant Director-Student Services	1FTE/2FTE - 57K		74,670	153,820	158,435	163,188	168,083	173,126
Internships			30,000	60,000	60,000	60,000	60,000	60,000
General Services - Training/Teaching Methods		25,000	25,000	30,000	30,000	40,000	40,000	40,000
Survey Development/Analysis		5,000						
Website Creation		5,000	5,000					
Faculty Support Materials		3,000						
Marketing/Publishing		5,000	5,000	5,000	5,000	5,000	5,000	5,000
Computer Use/Technology Infrastructure		45,000	45,000	45,000	45,000	45,000	45,000	45,000
Library eBooks Resources		15,000	25,884	15,000	15,000	15,000	15,000	15,000
Space Renovation		250,000						
New Initiatives				30,000	30,000	30,000	30,000	30,000
Total Uses		628,079	1,064,559	1,425,307	1,554,299	1,693,939	1,824,248	1,955,245
Surplus Begins in FY16		(0)	0	0	0	(0)	17,359	296,778
Revised August 29, 2010								

FAU eLearning Data

Is the charge for distance leaning classes based upon credit hours – how much per credit hour – or	Is it based upon the program – range of program rate?	Name of Distance Learning Programs by College	Number of Course Sections Offered using Distance Learning -Fall 2010	Total Number of Course Sections Offered - Traditional and Distance Learning	Are Matriculation and Local Fees Also Charged For These Courses	Additional Fees - Flat Fee Per Course	Additional Fees - Per Credit Hour
Ours are a mixture. Per credit hour additional fee: College of Business online BBA 60.00 additional per credit hour (on top of normal UG fees). E-College courses are assessed and additional 40.00 for 1 credit courses, 70.00 for 2 credit courses, and 100.00 for 3 credit courses. Engineering Distance Learning – an additional $100 per course		Engineering Distance Education (FEEDS)	125		Yes	$100	N/A
		Business E-College	16		Yes	$100	N/A
		Distance Learning College of Business	2		No-self supporting	$100	N/A
		On Line Bachelors in Business	24		Yes	$180	$294
		Blackboard-Arts & Letters	11		Yes	N/A	N/A
		Blackboard-Business	107		Yes	N/A	N/A
		Blackboard-Education	59		Yes	N/A	N/A
		Blackboard-Engineering	115		Yes	N/A	N/A
		Blackboard-Nursing	24		Yes	N/A	N/A
		Blackboard-Science	14		Yes	N/A	N/A
		Blackboard-Urban & Public Administration	9		Yes	N/A	N/A
		Nursing - RN-BS and the Master's in Nursing Administration	22		Yes	100	N/A
TOTAL		**TOTAL**	**528**	**7000**			

APPENDIX F

eLearning Action Plan

ID	Task Name	Duration	Start	Finish	Resource Names
1	Approval of Plan	1 day	Fri 9/3/10	Fri 9/3/10	
2	**Establish Center for eLearning**	**200 days**	**Mon 9/6/10**	**Fri 6/10/11**	
3	Recruit Asst/Assoc Provost for Center for eLearning	90 days	Mon 9/6/10	Fri 1/7/11	Provost Designated Committee
4	Establish eLearning Advisory Board	10 days	Mon 1/10/11	Fri 1/21/11	
5	Establish Goals and Objectives for Center	40 days	Mon 1/24/11	Fri 3/18/11	Director CeL
6	Recruit additional support personnel - Managers (2)	60 days	Mon 3/21/11	Fri 6/10/11	Director CeL
7	Identify and prepare space for the new Center for eLearning	90 days	Mon 9/6/10	Fri 1/7/11	Norman Kaufman
8	**Continue Teaching with Technology Implementation**	**205 days**	**Mon 8/9/10**	**Fri 5/20/11**	
9	Complete recruiting of additional Instructional Designers	70 days	Mon 8/9/10	Fri 11/12/10	Mgr Teach w/Tech
10	Begin to develop faculty training materials	200 days	Mon 8/16/10	Fri 5/20/11	Teach w/Tech,CTL
11	**Perform Needs Analysis to establish priorities**	**135 days**	**Mon 9/6/10**	**Fri 3/11/11**	
12	Develop survey for Colleges and students	15 days	Mon 9/6/10	Fri 9/24/10	CeL Advisory Board
13	Launch Survey and Analyze Results	80 days	Mon 9/27/10	Fri 1/14/11	Director CeL
14	Develop recommendations to focus resources	40 days	Mon 1/17/11	Fri 3/11/11	Director CeL
15	**Training**	**207.67 days**	**Fri 9/10/10**	**Tue 6/28/11**	
16	Launch initial Faculty Summer Institute	26.67 days	Mon 5/23/11	Tue 6/28/11	CeL,CTL,IRM
17	Fall Training Institute	40 days	Fri 9/10/10	Thu 11/4/10	CeL,CTL,IRM
18	**Develop eLearning Web Site**	**171 days**	**Mon 11/15/10**	**Mon 7/11/11**	
19	Create Web site Shell	7 days	Mon 1/10/11	Tue 1/18/11	Creative Services,Director CeL,IRM
20	Develop initial faculty support materials for website	60 days	Mon 11/15/10	Fri 2/4/11	Dir Teaching w/Tech,CTL
21	Organize and Publish Program/Course Offerings on site	10 days	Wed 1/19/11	Tue 2/1/11	CeL
22	Launch initial eLearning Website	1 day	Wed 2/2/11	Wed 2/2/11	Creative Services,IRM,CeL
23	Develop Student services website	20 days	Mon 6/13/11	Fri 7/8/11	CeL
24	Launch student portal	1 day	Mon 7/11/11	Mon 7/11/11	CeL,Creative Services,IRM
25	**Develop programs/courses**	**232.67 days**	**Mon 8/9/10**	**Wed 6/29/11**	
26	Ocean Engineering - Tech Fee - Teaching w/Tech	120 days	Mon 8/9/10	Fri 1/21/11	Teach w/Tech
27	Begin Development of Courses/Programs identified in Plan	1 day	Tue 6/28/11	Wed 6/29/11	CeL

CORRECTION TRACKING SHEET

Correction	Page	Date Corrected
Action Plan not displaying steps 1-8	24	9/16/2010
Nursing online sections missing from table of current FAU online Programs	23	9/16/2010