THE FLORIDA STATE UNIVERSITY
SIGNATURE PAGE
PROPOSAL FOR OFFERING AN EXISTING
ON-CAMPUS UNDERGRADUATE DEGREE
IN AN ONLINE (or other distance-learning) FORMAT

COLLEGE:

DEPARTMENT:

NAME OF DEGREE PROGRAM:

LEVEL:

_____Bachelors

APPROVED:

_____   _____
Department Curriculum Committee   Date

_____   _____
Department Chairman   Date

_____   _____
College Curriculum Committee   Date

_____   _____
Academic Dean   Date

_____   _____
Office of Distance Learning   Date

_____   _____
Dean of Undergraduate Studies   Date

_____   _____
Vice President for Faculty Development and Advancement   Date

_____   _____
SACS Liaison   Date

_____   _____
Provost and Vice President for   Date
Academic Affairs

The Florida State University
Faculty Senate
Undergraduate Policy Committee

PROCEDURE FOR DEVELOPING AND SUBMITTING PROPOSALS FOR CONVERSION OF EXISTING UNDERGRADUATE PROGRAMS TO FULLY ONLINE (or other distance-learning) FORMAT

Purpose of this document

The purpose of the procedure outlined below is to ensure that:

1. the proposed program meets demonstrable need and does not negatively impact existing undergraduate offerings of the University;
2. a complete 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 program at the requisite level of quality;
4. the faculty involved will be able to meet their other commitments or that appropriate arrangements have been made to release the faculty from these other duties;
5. the online program meets all relevant University degree program requirements;
6. the online program will be comparable in quality to the on-campus version;
7. adequate plans have been formulated for developing the online program, for respecting the requirements of good online instructional design and delivery, and for evaluating the effectiveness of the program on a regular basis; and
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 (See Appendix 1 of this document.)

Therefore, please include the following sections in your proposal.

1. **PROGRAM PURPOSE AND FUNCTION**
   1.1. **Existing program**
      1.1.1. State the purpose of the existing undergraduate degree program
      1.1.2. Summarize relevant parameters concerning the existing undergraduate degree program: years of operation, present numbers of faculty and students; approximate yearly graduation rates; level of demand for the major.
      1.1.3. Will the existing program continue to operate side-by-side with the proposed online program? Explain any differences. How will its operations be affected or modified to ensure the feasibility and complementarity of both?
   1.2. **Proposed online program**
      1.2.1. State the purpose of the proposed online undergraduate degree program.
      1.2.2. Needs assessment: Indicate the rationale or justification for the creation of the proposed online program (target population, demonstrable need, employment or further study potential of graduates). Will the quality of the student body increase, decrease or remain the same with the addition of an online program?
      1.2.3. Indicate anticipated enrollments, attrition rates, graduation rates and average years-to-graduation for rollout years and for subsequent years of full-scale program operation.

2. ONLINE PROGRAM DESCRIPTION AND ORGANIZATION
   2.1. Structure of the proposed program
      2.1.1. Curriculum: Course structure (description of courses, credit hours, distinctions between required and elective courses). Syllabi must be included in the appendix.
      2.1.2. Explain differences, if any, between requirements and curriculum for online and traditional versions of the degree.
      2.1.3. Explain differences, if any, between admissions criteria and requirements for online and traditional versions of the degree.
   2.2. Learning Outcomes
      2.2.1. What are the program and learning outcomes for the online degree
      2.2.2. How will they be assessed?
   2.3. Student Services and Advisement
      2.3.1. Explain how students will access services such as financial aid and career counseling.
      2.3.2. Explain how student advisement will be handled.
      2.3.3. Indicate how the courses will be designed, produced and tested to meet standards of accessibility for students with disabilities.
   2.4. Facilities and Resources
      2.4.1. What special facilities, laboratories, or equipment is required for the program, and how will students access such equipment?
      2.4.2. What specific learning resources (e.g., online books, journals, etc.) will be available to students in the program?
   2.5. Integrity
      2.5.1. How will the identity of each student who participates in the program be verified?
      2.5.2. Will the assessment methods used be appropriate to distance learning?   For example, will high-stakes exams be proctored?
   2.6. Interaction
      2.6.1. How will the courses/program provide for timely and appropriate interaction between students and faculty?
      2.6.2. How will the courses/program provide for interactions between students?

3. ONLINE PROGRAM INSTRUCTIONAL DEVELOPMENT
   3.1. Office of Distance Learning assistance
      3.1.1. How will faculty with online course development or teaching responsibilities acquire the necessary skills?
      3.1.2. Departments proposing conversion of existing programs to fully online format are recommended to obtain the assistance of technical personnel from the Office of Distance Learning (ODL) for program design and development.   Please indicate when these procedures were accomplished and which staff member of ODL has been assigned to assist you in program development.
   3.2. Design and development
      3.2.1. Explain briefly the sequence and duration of phases in the development of your online courses (from initial conversion through development of online resources and materials to or beta-testing of offerings to full-scale implementation.) What release time or resources will be provided to faculty developing online courses?
      3.2.2. Provide a table detailing the schedule for course rollout and specifying the faculty who will be responsible for each course and the percentage of their time that will be

involved.

       3.2.3. Indicate what type of teaching assistantship or mentor personnel you anticipate using for each course, including how these positions will be funded and how the incumbents will be trained for their duties.

4. ADMINISTRATION AND EVALUATION

4.1. Administration

       4.1.1. Will the program have an auxiliary budget?   If so, how will it be handled and what financial needs of the program will it principally cover?

       4.1.2. How will responsibilities for administrative oversight and tracking of online students be handled?

       4.1.3. What will be the hardware and software requirements for students in the program?

4.2. Evaluation

       4.2.1. How and with what regularity will the quality of course offerings, the retention and academic progress of students, and their satisfaction with the online learning experience be evaluated by faculty?

4.3. Impact

       4.3.1. What commitments do the anticipated online program faculty have in other programs and how will these commitments be met once the online program is in operation?

       4.3.2. What other impacts, if any, do you anticipate creation of this program to have on other academic programs in your Department and College? Indicate procedures for ongoing monitoring of these impacts.

5. FINAL ODL SIGN-OFF AND ENDORSEMENT

Provide an agreement from ODL indicating that they will provide the kind of support indicated in this document.

Appendix 1.

DISTANCE AND CORRESPONDENCE EDUCATION

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

- Policy Statement -

Definition of Distance Education

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

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*. The referencing of the particular requirements listed in this policy does not imply that they are the only requirements of the *Principles* that apply to distance and correspondence education.   This policy applies to degree and certificate programs and their courses. (See also COC guidelines called "Distance Education and the *Principles of Accreditation*.")

Standards that Directly Apply to Distance and Correspondence Education

The citations below refer to the *Principles of Accreditation*: Principle of Integrity (PI), Core Requirements (CR), Comprehensive Standards (CS), and Federal Requirements (FR).

Curriculum and Instruction

Programs and courses provide for timely and appropriate interaction between students and faculty and among students. (CS 3.4.5)*

The faculty assumes responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction. (CS 3.4.1 and CS 3.4.12)

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. (CS 3.4.12)

There is currency of materials, programs, and courses. (CS 3.5.3 and CS 3.6.4)

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.   (CS 3.2.14)

Faculty support services are appropriate and specifically related to distance and correspondence education. (CS 3.4.9)

Faculty who teach in distance and correspondence education programs and courses receive appropriate training. (CS 3.7.3)

Admission and recruitment policies and decisions take into account the capability of students to succeed in distance and correspondence education programs. (CS 3.4.3)

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. (CS 3.3.1)

The integrity of student work and the credibility of degrees and credits are ensured. (PI 1.1, CS 3.4.6, CS 3.5.3, and CS 3.6.4)

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education. (FR 4.4)

If the institution uses a unit other than semester credit hours in its distance or correspondence education, it provides an explanation for the equivalency.   The institution also provides a justification for all degrees that include fewer than the required number of semester hours or its equivalent unit. (CR 2.7.3)

Library and Learning Resources

Students have access to and can effectively use appropriate library resources. (CS 3.8.2 and CR 2.9)

Course requirements ensure that students make appropriate use of learning resources. (CS 3.8.2)

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs. (CS 3.8.1 and CS 3.8.2)

Student Services

Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling. (CR 2.10)

The Commission on Colleges Southern Association of Colleges and Schools 1866 Southern Lane Decatur,

Students have an adequate procedure for resolving their complaints. (CS 4.5)

Georgia 30033-4097

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students. (PI 1.1 and FR 4.6)

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. (CS 3.4.12)

Facilities and Finances

Equipment and technical expertise required for distance and correspondence education are available. (CS 3.4.12)

Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance and correspondence education program. (CS 3.3.1, CS 3.8.3, and CS 3.11.3)