I. INTRODUCTION (Purpose and Intent):

Non-traditional education offered by the University of South Florida System (USF System) includes the online delivery of credit and non-credit courses and programs, and all self-supporting continuing education courses and programs, regardless of the delivery method.

All non-traditional education courses and programs must adhere to the requirements of regulatory and accreditation agencies, including the requirements and procedures that are mandated through: 1.) Florida Board of Governors (BOG) Regulation 8.002, Continuing Education, 2.) the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Policy for Distance Education, 3.) USF System Policies and Procedures, and 5.) state authorization requirements.

To ensure USF’s non-traditional education courses and programs meet compliance and accreditation requirements, this policy establishes authority and assigns accountability for the non-curricular support of USF’s online and continuing education courses and programs, e.g., student recruitment.

II. DEFINITIONS:

A. Online Learning: The USF System, adopting the SACSCOC definition for distance education, defines online learning as noncredit and credit-earning courses and programs where greater than 50% of the instruction (interaction between students and instructors and among
students) is delivered in an online format, and students and instructors are not in the same place. This definition for online learning differs from the definition referenced in BOG Regulation 7.003 which authorizes universities to assess distance learning fees on courses where at least 80% of the direct instruction of the course is delivered using some form of technology when the student and faculty member are separated by time, space, or both.

B. **Continuing Education:** Continuing Education is defined by BOG Regulation 8.002 as

a.) non-fundable, self-supporting college credit courses or programs, b.) non-credit professional development courses or programs designed to upgrade existing technical or professional skills, and c.) courses that are provided primarily for personal enrichment. Self-supporting college credit courses or programs include the following two funding models:

1. **Cost-recovery courses/programs:** These self-supporting courses/programs must charge appropriate fees to students for the purpose of recovering ALL costs associated with offering the courses/programs. These courses/programs are not authorized to generate residual revenue.

2. **Market-rate tuition courses/programs:** These self-supporting courses/programs generate residual revenue for reinvestment in academic programs, in addition to recovering all costs associated with offering the courses/programs. Based on tuition rates of similar programs from five institutions, including both private and public, fees are established for an approved graduate-level degree program or approved credit-earning graduate certificate program. Excess funds may be used for reinvestment in
academic programs. Based upon existing BOG Regulations, the USF System is authorized to propose only five new programs per year.

III. STATEMENT OF POLICY:

A. To ensure the USF System is in compliance with SACSCOC Principles of Accreditation for Distance Education and to accommodate the BOG requirement that the USF System has a centralized office for reporting on online and continuing education courses and programs, Innovative Education, in conjunction with an advisory board to be established by the CEO, Innovative Education, shall serve as the unit responsible for non-curricular support of USF’s non-traditional education courses/programs, including securing approval, providing oversight via establishing policies and procedures, and reporting on the following:

1. Online Learning:

   i. The conversion of traditional face-to-face courses/programs offered by USF Academic Affairs to an online delivery format.

   ii. The non-curricular support of all USF Academic Affairs online courses/programs, regardless of the location of the student, i.e., students in residence at USF, commuter students who are also enrolled in online courses, or fully online students within the State of Florida, the United States, or at an International location.

   iii. State authorization for all USF, USFSP, and USFSM fully online courses/programs to students who reside outside the State of Florida.
2. **Continuing Education:**

   i. The delivery of all USF Academic Affairs cost recovery, noncredit and credit-earning courses/programs, whether face-to-face or online, and including approved degree and certificate programs.

   ii. The delivery of USF System market tuition programs -- graduate degree and graduate certificate programs authorized by the BOG for delivery at market rate.

   iii. The utilization of distance learning fees to ensure full recovery of the incremental costs of using shared services for the development and non-curricular support of online learning.

B. **USF Innovative Education** shall have the responsibility for developing and communicating policies and procedures for:

   1. **Coordinating among the USF Colleges** the selection of courses/programs to be marketed and delivered as self-supporting continuing education opportunities.

   2. **Submitting USF Academic Affairs** proposals for cost recovery courses/programs and market tuition programs, including at a minimum a business plan that includes market analysis; projected enrollments, revenues, expenditures, cost recovery, and residual; and methodology for tracking degrees or certificates earned.

   3. **Obtaining approval** on the business model for USF Academic Affairs continuing education courses and programs.

   4. **Collecting data** from the USF Colleges and USF System Member Institutions for reporting to BOG.
5. Recovering the incremental cost of using shared services, including fees that are not waived, for all cost recovery and market tuition courses/programs.

6. Ensuring USF compliance with SACSCOC Principles of Accreditation for Distance Education, including but not limited to:
   a. Establishing standards and ensuring the effectiveness and quality of online courses/programs where instruction is 50 – 100% in an online format.
   b. Defining and communicating the unique roles and qualifications for online instruction.
   c. Ensuring the availability and accessibility of professional development activities and training that focus on the successful delivery of distance education.
   d. Engaging faculty in the design, development, and academic oversight of the course conversion process, and ensuring faculty maintain ownership of the course.

C. USF System colleges and member institutions are responsible for:

1. Notifying USF Innovative Education when considering the delivery of self-supporting continuing education courses or programs.

2. Ensuring no E&G resources are supporting cost recovery and market tuition courses/programs.

3. Ensuring student learning outcomes and the academic content of distance education courses/programs, as well as the qualifications of faculty teaching distance education courses/programs, comply with requirements and procedures.
that are mandated through the BOG, SACSCOC, and USF System Policies and Procedures, including but not limited to:

a. Documenting that distance education students’ achievement of learning outcomes is comparable to the achievement of students enrolled in the face-to-face delivery of the course.

b. Documenting appropriate qualifications for faculty teaching distance education courses, considering best practices identified and communicated by Innovative Education.

c. Providing evidence in faculty files of regular evaluation of distance education faculty, considering best practices identified and communicated by Innovative Education.

d. Ensuring distance education faculty members engage in training and professional development that focus on the successful delivery of distance education.

4. The USF University College and Office of Innovative Education (“University College”) and the USF Health Sciences Center (for its component Colleges/Schools and other academic units) (“USF Health”) shall enter into and maintain an Intra-University Agreement (“IUA”) to provide for the delegation of authority and responsibility to the USF Health CEO and the Dean/Director of each College/School or other component academic unit within USF Health, for developing and implementing non-traditional education programs and reporting information to Innovative Education in compliance with this Policy.
D. Proposals for exceptions to the USF System Non-traditional Education Policy shall be submitted to the CEO, Innovative Education.

Authorized and Signed by:

Michael Pearce, CEO, Innovative Education

Judy Genshaft, President