

Distance, Continuing, and Executive Education

Committee Report

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Executive Summary

The need to reach students who cannot or choose not to attend traditional, on-campus classes has spawned the development of several administrative units at the University of Florida, all of which are in some way involved in Distance, Continuing, and Executive (DCE) education. While these units have been able to work together reasonably well, it is clear that further growth and enhanced quality in DCE education requires an organizational structure that will better facilitate new initiatives and ensure program quality and viability.

Since March 17, 2000, when Provost Colburn charged the Distance, Continuing, and Executive Education Committee to provide an overview of current activities in nontraditional education, the committee has met several times per month to discuss existing DCE efforts and to collect information about critical issues. Several individuals and groups have provided recommendations and suggestions for consideration by the committee. Key administrative personnel were interviewed and recent developments in DCE education activities were evaluated. This report serves to collate these efforts and to recommend a reorganization of the structure designed to facilitate DCE activities at UF.

The committee has identified the need for the university to place the same level of importance on DCE education as it does on traditional education. In keeping with the recognized importance of new and innovative educational delivery models, and the need to support these delivery models both technologically and administratively, the committee offers the following operational principles and recommendations.

The committee believes that DCE education should receive broad support from all levels of the administration. Faculty should be appropriately rewarded for developing curricula and teaching nontraditional courses, and this involvement should be considered in the tenure and promotion process. Technologies, assistance with business plans, program management and marketing, and essential student services should be available through central administration and easily accessible by all colleges. The content of courses, workshops, seminars or any other programs regardless of the delivery model should ultimately be under the academic oversight of a college, department, and faculty.

The committee recommends that an administrative support structure in the Office of the Provost be formed to provide and facilitate a full range of services to be drawn upon as needed by colleges, departments, and faculty. An associate provost should be given specific responsibilities to oversee all nontraditional education at UF that we see as being collected in one unit. This unit should be formed through the merger of functions currently provided by the Division of Continuing Education, Florida Campus Direct, and the Office of Executive Education.

The body of the report provides a description of the recommended role of the colleges in ensuring quality education and the responsibilities of the central administration in providing administrative, policy development, student, instructional, and technology services. A model organizational chart is offered that delineates the responsibilities of academic units for the content of programs and of the newly organized office of nontraditional education in the Office of the Provost for the delivery of the educational product.

Introduction

An examination of Distance, Continuing, and Executive (DCE) education at the University of Florida is timely for reasons that relate to forces both external and internal to the university. The external reasons attach directly to the information technology (IT) revolution. No business or university can survive in an “e-world” if it does not provide high-quality IT services. A computer on every desk, high-speed access to the Internet and World Wide Web, hand-held and wireless multifunctional devices, and digital everything are now part of the global communication landscape. These external forces present organizational and fiscal challenges for universities but they also create important opportunities. With delivery platforms such as two-way video and the Internet, we can now reach nontraditional students as effectively as traditional students. We can provide life-long learners and working professionals with updated courses, continuing education credits, first degrees, or advanced degrees. Enormous investments in IT enable us to look beyond campus for new and/or improved ways to achieve our most ambitious educational goals. Historically, nontraditional education was accomplished through divisions of continuing education. Distant students, life-long learners, and working professionals found their access to university curricula largely through correspondence courses or synchronous courses delivered off-campus. Two decades of advances in IT have all but eliminated the need for these approaches. To keep pace with change and to continue to serve the needs of our constituents, the UF Division of Continuing Education (DOCE) has adapted by improving the service delivery and its IT infrastructure. Like DOCE, some UF academic units (e.g., the College of Engineering, College of Business Administration, Institute of Food and Agricultural Sciences) have long histories of delivering distance and continuing education. The ability to deliver courses and even degrees over the Internet has challenged us to look beyond our usual student markets.

It was in this environment that former President Lombardi and Provost Capaldi developed two central administrative units, Florida Campus Direct (FCD) and the University of Florida office of Executive Education (UFExec). Both were designed to help address increasing demand and to expand our presence in the state, nation, and world.

There are no clear divisions of responsibilities for UF’s DCE education units and no apparent differences in the way that they interface with colleges and departments. Any lines that may once have existed between them in the development and funding of Distance, Continuing, and Executive education functions are no longer relevant. Furthermore, distinctions between DCE education and traditional education in general have blurred as computer-assisted and web-based instruction have increased.

The delivery of quality education is a fundamental goal of UF. That goal applies whether one is delivering a traditional class for on-campus students, a videotaped lecture for either on- or off-campus students, or a course that is only for off-campus students. This is not to say that Distance, Continuing, and Executive education are in no ways different from traditional education. There are distinctions when the courses are “off-book,” not-for-credit, or not-for-degrees. These attributes make them nontraditional but they do not make them unimportant. Indeed, whenever the university enrolls a student located any place and for any purpose, our obligations are the same. We need to provide the same quality educational product and the same level of support services for all students. Make no mistake, however, the infrastructure necessary to produce quality Distance, Continuing,

and Executive education is expensive. This is why it is important to approach new ventures in Distance, Continuing, and Executive education with the same care that we use to develop any on-campus course or program. We must start with clearly articulated academic goals and assess available resources with consideration to both market demand and market risk. We should undertake new programs only if they are consistent with our academic mission and goals, advance the reputation of the university, and are based on a plan that is financially sound.

Purpose

The Committee on Distance, Continuing, and Executive (DCE) Education was appointed by the provost, Dr. David Colburn, and began its work on March 17, 2000. The charge was to provide an overview of current activities in Distance, Continuing, and Executive education at the University of Florida, and to recommend an organizational structure that would clearly and effectively locate responsibility for management, budget, operations, coordination, policy, and strategic plan development, all with attention to our goal of becoming one of the top 10 public universities in the country.

The committee was asked to meet with university officials involved in coordinating existing DCE education. Key issues of institutional mission and the relationship of that mission to ongoing and anticipated activities in DCE education were to be considered including information technology (IT).

Existing Central DCE Activities

The major central administrative entities involved in current DCE activities at the University of Florida are:

- The Division of Continuing Education (DOCE)
- Florida Campus Direct (FCD) operating out of the office of Instructional Resources (OIR)
- The University of Florida office of Executive Education (UFExec)

Division of Continuing Education (DOCE)

The Division of Continuing Education operates at the University of Florida—and at other State University System institutions—under specific Florida statutes (Appendix A). Organizationally, the dean of DOCE reports to the provost. DOCE has been in operation for many years and offers credit and noncredit courses and programs to a wide variety of on- and off-campus students. DOCE has an annual operating budget of some \$950,000 in the Education and General (E&G) category. With an annual revenue of \$14,000,000, it is by far the largest of any of the SUS continuing education divisions. A sizable number of administrative workers (approximately 39 lines) support the division.

In addition to managing continuing education courses, DOCE also plays the role of a broker, facilitator, and banker for “off-book” distance education activities. For example, degree programs such as the Doctor of Pharmacy (Pharm.D.), Masters of Business Administration (M.B.A.), and the

Doctor of Audiology (Au.D.) are fiscally managed via DOCE. A complete list of DOCE activities can be found in Appendix B.

University of Florida office of Executive Education (UFExec)

The office of Executive Education was created in 1998 to address a growing need for specialized nondegree, noncredit education and training. The overall mission of UFExec was to enhance the visibility of UF in the international business education marketplace and to engage the UF enterprise in a potentially profitable venture. A major partnership with the Conference Center of the Americas (the Biltmore Hotel, Coral Gables) was involved in the initial planning. While some encouraging progress has been made in the past three years, UFExec activities have not developed a stable program. With the recent resignation of the director of the program, the remaining UFExec functions and personnel lines have been moved under DOCE. This latter event occurred at about the same time that the DCE review committee began its work.

Florida Campus Direct (FCD)

Florida Campus Direct essentially consists of a percentage of effort of the director of the office of Instructional Resources. The director of OIR also functions as director of FCD. She serves in an advisory role to the provost's office. A major function in this regard is to provide budgetary review and development to academic units by offering assistance for “off-book” courses and programs delivered online or through other distance education mechanisms. Academic units are responsible for the quality of programs. DOCE handles the fiscal operations as authorized by the Florida Administrative Code.

Redundancy exists between certain functions of DOCE and FCD. The following excerpt from *A Memorandum of Understanding for Assigning Correspondence and Executive Education Credit Courses and Degree Programs Responsibilities Between DOCE and FCD* provides useful illustration:

Responsibilities for correspondence and executive education academic credit courses and programs are shared by DOCE and FCD and the originating academic unit.

DOCE has fiscal responsibility for such courses and programs and the academic unit/faculty person has responsibility for the academic domain.

FCD shares the coordination and delivery implementation responsibilities with DOCE as follows:

- 1. All credit correspondence courses and programs are assigned to DOCE. Courses and programs are deemed correspondence if text delivery is used rather than direct faculty instruction.*
- 2. DOCE is responsible for all executive education credit courses or degree programs delivered within the University of Florida's service area. Courses and programs are deemed executive education if the students are not in residence.*

FCD is responsible for all executive education credit courses and degree programs in which a substantial part of the instruction takes place outside the University's local service area and the courses/programs are not part of the Enrollment plan."

The development of DCE education materials is expensive and time consuming, requiring a commitment on the part of the faculty and a demand on the infrastructure of the university. There is a clear need for overall coordination and consistent academic oversight to ensure the quality of programs offered under the "UF-brand."

Proposed Reorganization

Operational Definitions

For purposes of this report, we offer the following definitions to distinguish traditional from nontraditional instruction. "Traditional instruction" refers to activities that generally include face-to-face exchanges of knowledge and ideas between the instructors and students, all of whom meet at the same time and place. These meetings can occur on or off-campus, in classrooms, laboratories, clinics, worksites, etc. Technologies are occasionally used that allow for real-time exchanges while the instructor and the students are physically separated and videotape replays on television are commonly used in several disciplines. Tuition is fixed by the BOR and it is paid to the office of Financial Services. Students are enrolled in credit courses leading to a degree.

"Nontraditional instruction" refers to a wide array of educational experiences that differ from traditional instruction in at least one of the following ways:

1. Students are enrolled in an educational enterprise for purposes other than obtaining a degree.
2. Technologies (television, computers, telephone, CD-ROM, web-based materials, videotape, two-way video, etc.) are used to facilitate communication and/or delivery of instructional materials to faculty and students not joined in time and place.
3. Payment for the educational content including workshop registration, fixed rate per credit (or course or program) that is different than the tuition set by the BOR.
4. The educational product is not funded with state money.

One major consideration when discussing either "traditional" or "nontraditional" education is the role that the state of Florida has in providing financial support for the program. Throughout this report, "off-book" refers to individual courses or a specified sequence of courses for which no state funds are provided. The program may or may not culminate in the awarding of a degree. The payment is set by the program and goes through DOCE or other approved "banking" services (e.g. IFAS). Off-book students are included in the UF official headcount but they are not considered in the calculation of state-funded FTE. "On-book" students register for credit courses taken on- or off-campus. They pay tuition that is set by the Legislature. These students contribute to both the headcount and the funded FTE of the university. The state provides funding for on-book students. Additional definitions that are used throughout this report can be found in Appendix C.

Content and Delivery Platforms

The analysis undertaken by the DCE review committee indicates a need for a more integrated organizational structure, one designed to coordinate and oversee all DCE education activities at UF. Such a structure would maximize college-level productivity, assure availability of the infrastructure necessary to delivering the educational content and provide for faculty training and reward structure.

The central element in the proposed organizational model is the college/department. Proposals for nontraditional courses or programs normally will come from individual faculty members. The faculty understands the breadth of knowledge in their respective disciplines and they are the root source of academic standards of the university. Faculty members therefore should develop and design content so that academic courses or degrees as well as noncredit activities (workshops, certificate programs, etc.) provide critical knowledge and skills that conform to the general standards of the institution.

In practice, this means that the impetus for nearly all nontraditional programs should come from the faculty of a college. All new programs (whether generated from external demand or internal mission) must have a college “home.” Thus, the DCE review committee envisions that all proposals for nontraditional courses and programs normally would flow “up” from a college and its faculty, just as do proposals for traditional courses and programs. If someone not in a college proposes a nontraditional course or program, final approval should rest with the college offering the program or course. If the nontraditional course or program is interdisciplinary in nature, two or more colleges should agree to share the responsibilities for oversight. In interdisciplinary programs, an advisory board should be formed that includes representatives from each college/department involved to provide recommendations for appropriate coordination.

The university is occasionally approached by outside constituents interested in a certain body of knowledge or skills. Responsiveness to these requests is an important part of the mission of the university. When such requests are made, the appropriate faculty (department and college) should work with the requestor to assure appropriate content and delivery methods. This may result in distance learning programs offered during weekends on-campus, or classes or workshops delivered at sites remote from campus. Whatever the case, the faculty needs to have the necessary support in place to meet demand that is mission critical and economically sound.

Ultimately, issues of academic quality in nontraditional courses and programs, just as in traditional curriculum, are the responsibility of the college. The dean, as the chief academic officer of the college, has oversight responsibility, for managing the educational process. The dean provides strategic direction to the faculty and administers educational programs in a manner consistent with the objectives of the college and the broader mission of the university.

The following organizational chart (*Figure 1*) summarizes our recommendations for restructuring central DCE education services. Two parallel processes are described, the educational content and delivery platforms. Also indicated are the on-campus services necessary to assure that non-traditional education is fully integrated into the mission of the university.

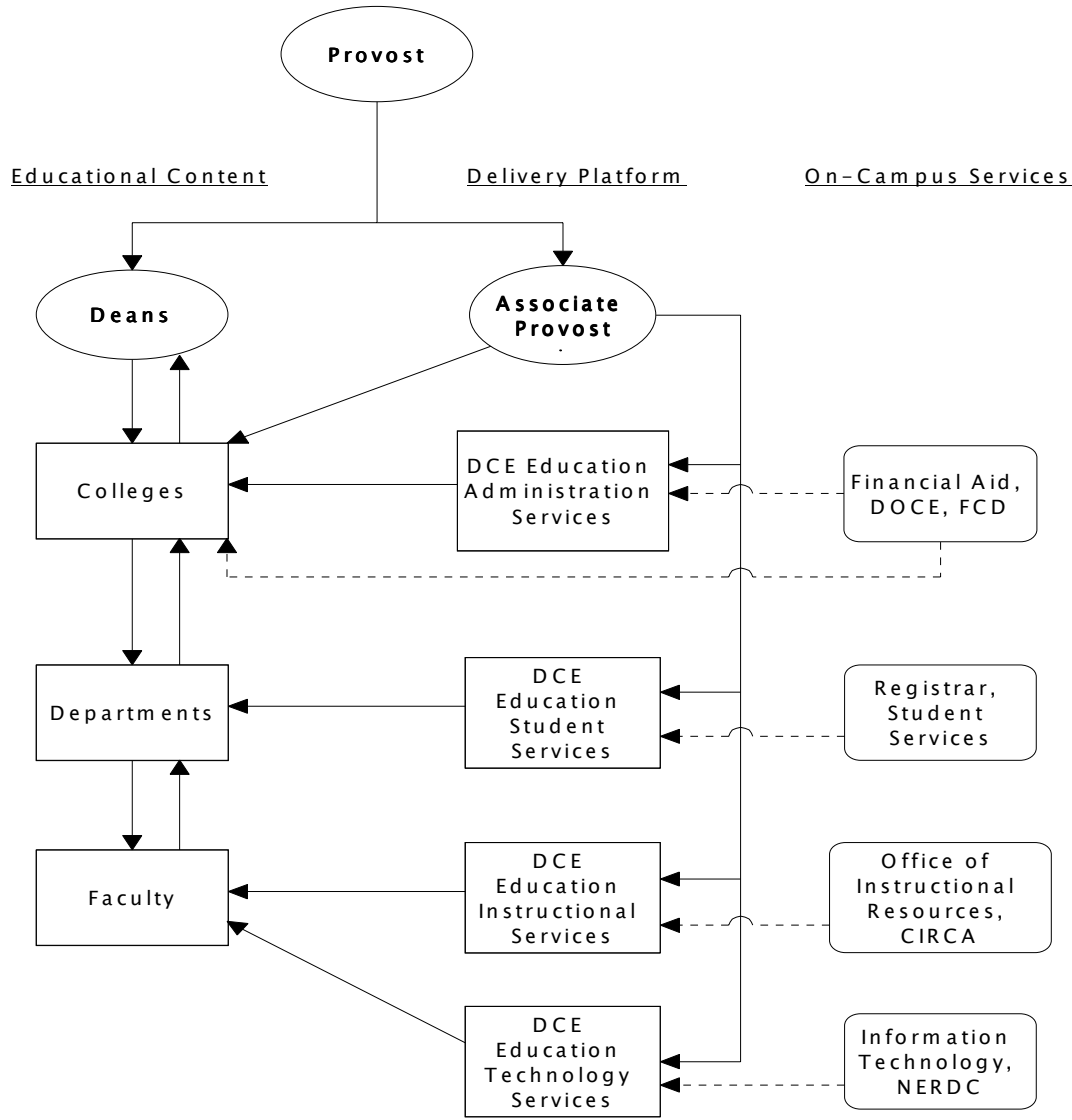


Figure 1: Recommendations for restructuring central DCE education services

The overarching philosophy presented in this document is that DCE education activities should have clear and direct college oversight as well as a central administrative coordination and support to ensure quality and adherence to university policies and standards. Faculty should be encouraged and rewarded for participating in DCE education related activities either by way of substitution for regular course assignments or through additional compensation when they are added to normal teaching loads. The appropriate infrastructure also needs to be put in place (in terms of software, hardware, and services) to facilitate an educational experience for all students that meet the standards of a research extensive and land grant university. Finally, it is essential that administrative procedures be implemented to ensure adequate institutional planning, resolution of intellectual property issues, and the development of new course evaluation instruments for use in DCE education.

Recommendations

The Office of the Provost has dual responsibilities in nontraditional education, those being working with colleges and faculty to ensure high quality content and directing other units on campus to manage the delivery processes. Without coordinated involvement from the Office of the Provost, it is difficult for colleges and faculty to persuade other administrative units to modify procedures designed to facilitate traditional programs to fit nontraditional programs as well. With this concern in mind and the organizational model offered above, the committee recommends the following:

1. A college, department, and faculty should oversee the content of degree programs, courses, workshops, seminars, or any other educational materials, regardless of the delivery model.
2. Technologies, essential student services, and all other levels of support needed to develop, promote, and sustain nontraditional education should be available through central administration and easily accessible by colleges.
3. An associate provost needs to be responsible for all aspects of nontraditional programs, including the coordination of infrastructure and delivery platforms.
4. To the extent possible, the Division of Continuing Education, Florida Campus Direct, and the UF office of Executive Education should be merged, and the functions of those programs integrated under the associate provost responsible for nontraditional programs.
5. DOCE currently offers noncredit programs and correspondence courses to thousands of participants each year through workshops at the TREEO Center. This organization does not require college oversight for these programs.
6. The infrastructure and delivery platform components should consist of the following functions, which should accommodate nontraditional education in the same manner as they do traditional education:
 - a. Registrar/Admissions functions
 - b. Comptroller functions
 - c. Personnel functions
 - d. Delivery platforms (e.g. computer-based, video-based activities, CDs, etc.)
 - e. Banking functions
7. Guidelines for addressing issues that are critical to the success of nontraditional instruction including, but not limited to:
 - a. Faculty semester assignments
 - b. Methods for remunerating faculty efforts in the development and instruction of nontraditional programs
 - c. Uniform student/teacher evaluations
 - d. Use of student/teacher evaluations in the assessment of faculty for promotion, tenure, etc.

- e. Intellectual property issues with regard to educational materials.
8. An ad hoc committee for the purpose of setting policies and procedures should be established and chaired by the associate provost responsible for nontraditional educational programs. The committee's charge will be to help with the transition from three separate units, DOCE, FCD, and UFExec into one integrated, cohesive organization.
9. Some colleges, because of size or resources, have infrastructure and delivery platforms of their own. For colleges without their own infrastructure and delivery platforms, these services should be available through central administration. Faculty from college without such resources may choose services as needed cafeteria-wise. For example, one college may choose marketing and curriculum design services while another might need help with a business plan and yet another college might not need any help.
10. Funding for the infrastructure and delivery platforms should be a blend of state allocation and fee-based activities. On-book educational courses do not generate revenues that are directly assignable to specific infrastructures and delivery platforms. On the other hand, off-book educational courses generate revenues that should be appropriately allocated to support infrastructure, nontraditional content and delivery platforms. Ideally nontraditional, off-book programs will generate sufficient revenues to cover all expenses. However, offering some programs at a loss in the short-term may be in the long-term best interest of the university. Therefore, a mechanism needs to be developed such that both on-book and off-book DCE courses have a reasonable opportunity for success.
11. The associate provost responsible for nontraditional programs would be responsible for assuring appropriate levels of support and services to all nontraditional programs. The responsibilities would include but would not be limited to:
 - a. Developing a DCE education strategic plan.
 - b. Coordinating UF's participation in local, state, national, and international DCE ventures.
 - c. Establishing a predictable and equitable fee that would come from revenue produced by the nontraditional educational activity. The fee level would be set to adequately cover the costs of doing business and to create a fund from which "seed grants" could be awarded to develop other promising nontraditional programs. But this fee would not be so high as to compromise existing programs.
 - d. Assisting in the development of a business plan to show the expenses involved in the program so that the program can achieve maximum efficiency at the lowest cost.
 - e. Providing assistance in developing a budget that will adequately provide for the cost of the program and cover the overhead expenses.
 - f. Providing the assistance needed to assure compliance with state/university rules and regulations while at the same time allowing for maximum flexibility.
 - g. Overseeing the awarding of limited duration seed grants to provide the capital necessary to establish new higher quality nontraditional programs.

- h. Coordinating an array of personnel and equipment that will be available to satisfy these responsibilities and that will meet infrastructure and delivery platform needs of the faculty.
- i. Proposing standards for selecting and purchasing equipment, designing facilities, and interconnecting DCE education delivery systems.
- j. Coordinating the development of market strategies for DCE education.

Appendix A: University of Florida Division of Continuing Education

Continuing education is defined as any course, program, conference, workshop, seminar, or other form of learning or training opportunity, either for credit or noncredit, that is fully or substantially funded from revenues derived from fees paid by participants or sponsors, or from other sources, that has an educational intent or objective, and is offered in addition to the traditional, residential courses and programs of the university. Budgetary administration of such programs will be through the university's auxiliary budgetary entity within the Division of Continuing Education in compliance with 6C-8.002 (F.A.C.). All courses offered through the SUS-wide correspondence study program at the University of Florida (as specified in 6C-8.002 [F.A.C.]) are also defined as continuing education courses and programs whether funded by student credit hour (SCH) generation of revenues or from fees paid by students.

To Wit (6C-8.002): The university president is charged with the responsibility to “establish a Continuing Education Activity as part of the Auxiliary Budget Entity for the purpose of planning, offering, and recovering all costs of non-credit courses. The costs of these courses may be recovered from non-E&G sources such as grants, contracts, directly from participants, and combinations of these sources. The Continuing Education Activity within the Auxiliary Budget Entity may also be used for the purpose of planning, offering, and recovering all costs of sponsored credit institutes and programs as provided by Rule 6C-7.008.”

(6C7.008--Authority for the University President to waive usual tuition and recover costs of the course from fees paid by a single sponsor such as a business, organization, or other legally constituted entity. No participants are allowed to pay fees individually, and the university forgoes the generation of fundable Student Credit Hours [SCH]).

(6C-8.002 [continued]) “Likewise, the Auxiliary Budget Entity may be used for the recovery of any additional fees established by the president for off-campus credit classes as provided by Rule 6C-7.003.”

(6C-7.003[30]-The university president is “authorized to establish fees for off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the regular Student Credit Hour fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis-on-campus offerings.”

(6C-8.002 [continued])--The Auxiliary Budget Entity may also be used “for continuing education credit courses as provided by 6C-8.002 (2)(b)(4).”

(6C-8.002[2][b][4]-Allows the university president “To approve continuing education credit courses and to establish the fees for these activities when there is a demonstrated and justified need”...in effect allowing the president to waive the normal tuition and recover the costs of operating the course from individual student fee payments. The generation of fundable Student Credit Hours (SCH) is not permitted when a course is funded in this manner.

Appendix B: Summary of DOCE Activities

1998-99 DOCE programs by college

Non-Credit Programs unless otherwise noted

College	Programs Scheduled	Cancelled	Delivered	Participants
Academic Affairs	1	0	1	61
Architecture*	17	5	12	1,035
Business*	17	1	16	959
Center for Precollegiate Ed. & Training	4	0	4	1,521
Center for Env. & Human Toxicology	2	0	2	100
Center for Latin American Studies	2	0	2	62
Dentistry	81	9	72	1,523
DOCE	20	0	20	955
Education	4	0	4	1,060
English Language Institute	4	0	4	412
Engineering*	39	7	32	918
Executive Education	1	0	1	57
Fine Arts	5	0	5	464
Florida Museum of Natural History	1	0	1	360
Health Professions*	2	1	1	278
Health & Human Performance	18	1	17	2,572
IFAS	12	1	11	146
Liberal Arts & Sciences*	5	0	5	1,213
Medicine	28	1	27	2,267
Pharmacy*	9	2	7	871
Student Affairs	1	0	1	80
TREEO	333	67	266	5,176
Veterinary Medicine	10	1	9	480
Totals	616	96	520	22,570
Correspondence Study				
College Credit	113		113	1,422
Non-Credit	44		74	1,374
High School	74		44	466
GRAND TOTAL	847	96	751	25,832

*for-credit programs summarized below

For-Credit Programs

Sponsor	Title	Special Features	Beg Date	End Date	# Part.
Architecture	Fire College	D.L., off-book, credit	9/1/98	6/30/01	61
Business	Florida Flexible MBA	D.L., off-book, credit	6/1/97	6/30/01	26
	Exec. MBA Class of 2000	Credit, on-book	3/1/98	6/30/00	35
	Managers MBA Class of 1999	Credit, on-book	9/15/98	2/15/00	44
	Weekend MBA Class of 2001	Credit, on-book	9/15/98	9/30/01	23
	Accelerated MBA Class 2000	Credit, on-book	3/1/99	12/31/99	37
	AT&T UCS Exec MBA Prog II	off-book, credit	5/4/96	12/31/98	30
	Exec MBA Pro IV	On-book, credit	5/1/97	6/30/99	44
	Managers MBA Prog I	On-book, credit	5/31/99	3/31/99	39
	Accelerated MBA Prog	On-book, credit	3/1/98	12/31/98	35
Engineering/NTU	Engineering/MBA	On-book, credit	7/1/97	6/30/99	38
	NTU Credit Institute	D.L., credit	5/11/98	8/7/98	10
	NTU Credit Institute	D.L., credit	8/24/98	12/18/98	67
	NTU Credit Institute	D.L., credit	1/5/99	5/1/99	48
Health Prof/LAS	Doctor of Audiology	D.L., off-book, credit	9/15/98	6/30/00	278
Pharmacy	Doctor of Pharmacy	D.L., off-book, credit	1/1/98	8/30/98	300

Appendix C: Definitions

The following terms are commonly encountered in distance and technology enhanced education and are presented here as part of the deliberation of the DCE committee in clearly understanding the elements of the DCE education process and products.

Process

These terms relate to the process, or the manner in which education/training is delivered.

Asynchronous (anytime, anyplace) learning—The constraints of time and space are broken in order to make learning opportunities more compatible with learners' lifestyles and needs.

Asynchronous learning networks (ALNs)—A system in which students have rapid access to a network of learners and to the instructor with largely asynchronous, self-paced learning elements. The emphasis here is on interaction with a network of learners and with the instructor using the underlying physical network connectivity.

CD-ROM education/training—Educational content is delivered to students on CD-ROM. In some cases, this is the only delivery model used for distance education.

Delivery Platform—The method or methods by which the educational content is delivered to students. Examples of delivery platforms include web-based instructions, videotapes, CDs, interactive web-based audio/video, etc. The infrastructure to support all aspects of the delivery platform is NOT considered in the definition

Distance learning (or distance education or distributed learning)—A learning situation in which the student and faculty are physically separated.

Infrastructure—A broad term used to refer to existing services provided by personnel in offices such as office of the Registrar, Admissions, Academic Affairs, Financial Aid, etc., and technologies including computer hardware, software, and networks, satellite uplinks, audio and video capabilities, studios, etc.

Listserv—A method of presenting information that facilitates student interaction. E-mail is sent to single list address and then all messages are copied to the participants in the list. Some lists allow individuals to add themselves to the list while others require supervisory intervention to add members to this list. In addition, listservs can be closed in the sense that only members on the list can post messages to the list while open listservs allow anyone to post to the list address. Some listservs may also be archived on a periodic basis with www-based interfaces so that the discussion is available via standard www-browsers. Separate electronic conferencing systems may also accomplish the same objective.

On-line or web-based information—Information resides in digital form and students can access it over the Internet at a time and location convenient to them.

Synchronous learning—A process by which the instructor and students exchange information and ideas in “real-time.” This process can occur face-to-face in the

traditional classroom or with the aid of technologies that allow for the real-time exchange while the instructor and students are physically separated.

Tele/video—Students, while at a remote site, meet with the instructor at a set time in order to participate in real-time discussions with both video and audio feeds.

Videotapes—Faculty lectures are videotaped and mailed to the students.

Web board (or message board)—An electronic method for posting messages that others can elect to read and then reply to if desired. It does not use the e-mail system but rather is web-based.

Population Served

These terms relate to the population that is served by UF. Many terms overlap, for example, life-long learners can include working professionals, etc.

Executive Students—Managers or business executives who pursue specific professional goals.

Life-long learners—People interested in learning for the sake of learning who may or may not progress toward a degree, certificate, licensure, or special training.

Off-campus students—Students who cannot easily or economically be present on campus for classes, etc.

On-campus students—Traditional residential or commuter students who meet with the instructor at a fixed location and time, and for a predetermined number of classes.

Working professionals—Individuals who have degrees, are employed, and generally cannot meet on-campus.

Purpose or Product

These terms relate to the purpose that individuals or groups have for enrolling in various programs. Some overlap is expected.

Certificate—Informal recognition for completing study of a specific body of knowledge offered by colleges or the continuing education required by law for graduate school .

Continuing education—Nondegree education that may be offered for a specific purpose, e.g. state licensure.

Continuing medical education—Programs offered specifically for physicians.

Degree—bachelor's, master's, doctoral, or professional.

In-service—Education/training generally provided to teachers while they are employed.

“Just-for-you” education—A form of education that is tailored to meet the specific lifelong learning requirements of particular students.

“Just-in-case” education—A form of education in which we expect students to complete degree programs at the undergraduate, graduate, or professional level before they actually need the knowledge.

“Just-in-time” education—A form of education that is sought when a person needs it through nondegree programs.

Licensure requirements—many professions (health, engineering, forestry, geology, etc.).

Postbaccalaureate—A status assigned to students who take courses that do not lead to a degree.

Pre-service—Education/training offered to teachers before they receive a degree and are employed.

Administrative Terms

Academic courses—Classes that appear in undergraduate, graduate or professional catalogs. The appropriate administrative authorities approve academic courses. These courses lead to degrees and are taken for credit.

In-state tuition—Tuition rates are established by the Legislature for residents of Florida. Undergraduate, graduate, and professional students pay different in-state tuition rates.

Nontraditional instruction—This term refers to a wide array of educational experiences that differ from traditional instruction in at least one of the following ways: 1) students are enrolled in an educational enterprise for purposes other than obtaining a degree; 2) technologies are used to facilitate communication (television, computers, telephone, etc.) and/or delivery of instructional materials (C.D., web-based materials, videotape, etc.); 3) payment for the educational content including workshop registration, fixed rate per credit (or course or program) that is different from the tuition set by the BOR; or 4) the educational product does not receive state support.

Off-book—Students pay a predetermined fee for individual courses or a specified sequence of courses. The payment is set by the program and goes through DOCE. Off-book students are included in the headcount but are not considered in the calculation of enrollment plan FTE. There is no state support for students enrolled in off-book programs/courses.

On-book—Students pay tuition that is set by the Legislature. These students contribute to the headcount and enrollment plan FTE of the university.

Out-of-state tuition—Tuition rates are established by the Legislature for non-Florida residents. Undergraduate, graduate, and professional students pay different out-of-state tuition rates.

Short-courses/seminars/workshops/in-service programs—No academic credit is offered for these programs. The workshops, etc., are conducted by faculty, departments, or colleges, and must receive review by colleges. The revenue for these

programs generally goes through DOCE or its counterpart in the Health Science Center. Sometimes individual faculty members offer courses that are independent of the University of Florida.

Student fees—Students are assessed fees in addition to tuition, for such things as student health services, laboratory use, recreation, etc.

Traditional instruction—These activities generally include face-to-face exchanges of knowledge and ideas between the instructor and students, all of whom meet at the same time and place. These meetings can occur on or off-campus, in classrooms, laboratories, clinics, worksites, etc. Technologies are occasionally used that allow for real-time exchanges while the instructor and the students are physically separated. Tuition is fixed by the BOR and paid to the University Financial Service.