TOPIC: Distance Education Fee Structure

CONTEXT:

The eLearning Advisory Committee has recommended a framework for coding course sections at two levels. The first identifies and defines distance education courses. The second level identifies and defines the level of technology to be used by students. The proposed distance education fee structure that follows is aligned with that framework.

FEE STRUCTURE PROPOSAL FOR DISTANCE EDUCATION COURSES:

The framework defines distance courses as those courses with no scheduled in-classroom or on-site activities. These courses are coded "D." Courses with some scheduled in-classroom or on-site activities are considered hybrid and labeled "Y," while all other courses are considered regular and labeled "R."

If for a given term a student is enrolled in courses which are all defined as distance (D) courses, the following fee structure is recommended:

- The standard instructional, general, and program fees associated with each particular program will be assessed. All course specific fees will also be assessed.
- All on-site fees, such as (but not limited to) COTA, RPAC, Union, Student Activity Fee, and Technology will be waived.
- A distance education administration surcharge of $100 per student per term will be charged. The revenue generated from this fee will fund 24/7 distance education student support and oversight from the registrar’s office.
- If a student is enrolled as a non-resident, a non-resident distance fee of $5 will be assessed. In order to be competitive with our peers and because the distance courses will be generating new dollars for the institution, the standard non-resident fee was deemed to be prohibitive.

If for a given term a student is enrolled in distance (D) courses and enrolled in hybrid (Y) or regular (R) courses, all standard fees apply. This includes all on-site fees. For example, if during a particular term a student enrolled for two courses that were coded as distance and one course coded as a hybrid, all standard fees would apply.

FEE STRUCTURE PROPOSAL FOR USE OF TECHNOLOGY:

The framework defines the student use of technology at two levels. Courses for which the students are required to use significant interactive technology are labeled “S” while courses for which the students are required to use moderate or minimal technology are labeled “M.”

Several programs are currently charging a technology fee to students when significant technology is required in their particular program. The revenue from these student fees provides funding for the computer labs used by those students. Because students taking distance courses use their own technological devices no matter the level of technology
required, no additional fee is recommended for distance courses labeled as significant student use of technology.

CODING COURSES:

The current practice of colleges entering course codes for distance education has resulted in inaccurate data in the system. As a result, OSU does not have good data related to the number of distance education or hybrid courses offered. In addition, it appears that distance education courses are sometimes implemented without proper review and approval of CAA. In order to ensure that courses are coded appropriately and have received CAA’s approval, it is recommended that the Registrar’s Office be given the responsibility of entering the course codes related to distance education into the system. The appropriate coding of courses is even more critical given that the fees charged to students will be based on those course codes.

Because the technology related code does not impact fee charges to students, it is not necessary for those codes to be entered by the Registrar’s Office. Maintaining those codes will be the responsibility of the college or department. If a college deems a particular course to be expensive to deliver due to high interactive technology, the college has the option of requesting a specific course fee to offset that cost.

ACTION REQUESTED:

Approval of this recommended distance education fee structure effective summer term 2012 for the 2013 academic year is requested. This aligns the timing with the implementation of semester conversion.
Labeling Framework for Course Sections

Proposal for Adoption

Office of the CIO
12/21/2010
# Proposed Labeling Framework\(^1\) for Course Sections

**December 21, 2010**

<table>
<thead>
<tr>
<th>In-Classroom or On-Site Activities</th>
<th>Use of Interactive Learning Technology(^2)</th>
<th>Credit/Non-credit</th>
<th>In/Out State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance (D)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO scheduled in-classroom or on-site activities</td>
<td>Significant (S)</td>
<td>SIGNIFICANT use of interactive learning technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimal (M)</td>
<td>MINIMAL use of interactive learning technology</td>
<td></td>
</tr>
<tr>
<td><strong>Hybrid (Y)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOME scheduled in-classroom or on-site activities</td>
<td>Significant (S)</td>
<td>SIGNIFICANT use of interactive learning technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimal (M)</td>
<td>MINIMAL use of interactive learning technology</td>
<td></td>
</tr>
<tr>
<td><strong>Regular (R)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% scheduled in-classroom or on-site activities</td>
<td>Significant (S)</td>
<td>SIGNIFICANT use of interactive learning technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimal (M)</td>
<td>MINIMAL use of interactive learning technology</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) A course code is defined by two letters: the first (H,Y or R) describes the in-classroom or on-site activities; the second (S or M) describes the level of interactive learning technology used in the class. Two examples: A "DM" class has no in-class activities (including exams) (D) and uses little interactive learning technology because it is delivered primarily through one-way communications (M). A "RS" class has all in-classroom or lab activities (R) and uses a significant amount of blogs, chat or other forms of interactive learning technology (S) in the process of learning.

\(^2\) Interactive Learning Technology describes the use of tools that allow two-way communications such as video conferencing.