

**SUBSTANTIVE CHANGE PROPOSAL
FOR**

DISTANCE LEARNING SITE

FT. WALTON BEACH, FLORIDA



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A. THE NATURE OF THE CHANGE

University College has the basic responsibility for the out-of-state and international programs of Troy State University. The College has 60 teaching locations in 10 countries and 13 states outside of Alabama. For administrative purposes these sites are managed under 6 Regions. The Florida Region's proposal to create a University college Distance Learning Site was approved by the Vice Chancellor and Chancellor of the Troy State University System. The Sites' purpose is to provide a possible model to centrally manage the development and set quality standards for a worldwide Distance Learning program to be delivered by the 6 Regions of University College.

The Distance Learning Site was created and staffed by the Fall Quarter 1997. Enrollments projected are to be controlled during the start-up months of the pilot project outlined in this document with gradual increases throughout the implementation years. The Vice President of University College has directed that other Regional distance learning courses also be monitored with the administrative procedures outlined in the program. As this pilot becomes an accepted model for University College, courses designed with alternative learning methodologies from all Regions within the College will be incorporated under this site.

Complete degree programs delivered by distance learning classes have been forecasted for the beginning of 1998-99. No new academic degree programs are planned, but the predominant delivery methodology for four degree plans is currently in the planning stages: Associate of Science in General Education, Associate of Science in Business Administration, Bachelor of Applied Science in Resources Manage, and Master of Science in Education Leadership. Faculty support is included for these degree programs in the appendices of this document that includes faculty from all Regions what may be brought into this model over the next several years. Qualified faculty will also be utilized to develop individual courses that give partial support to traditional on-campus degree programs. An RFP process has been instituted to control the development of courses along with the normal academic review (See Appendix G).

The plan being implemented by the Florida Region is included in Appendix L of this document. This is the approximate format introducing the pilot to the TSU System administration. Parts of this plan are cross-referenced throughout this document and the appendices provide relative developmental documents.

Overview

"THE UNIVERSITY WON'T SURVIVE"

Renowned management consultant and author Peter Drucker says: "Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book. Do you realize that the cost of higher education has risen as fast as the cost of health care? ... Such totally uncontrollable expenditures, without any visible improvement in either the content or the quality of education, means that the system is rapidly becoming untenable. Higher education is in deep crisis... Already we are beginning to deliver more lectures and classes off campus

via satellite or two-way video at a fraction of the cost. The college won't survive as a residential institution." (Peter Drucker, Forbes 10 Mar 97)

Drucker's statement above is a strong one that can be debated, but it does help corroborate the need for change in higher education to meet the requirements of the often-touted "new millennium." The Florida Region of University College proposes to meet this challenge by extending our plan to create a virtual organization operating sites throughout the South.

This plan provides the organizational flexibility that is needed to be successful in today's higher education market. The plan creates a distance learning site to deliver distance learning courses and expands its centralized learning resource support. The underlying strategy is to create a stronger centralized management core for the Region to permit the flattening of site organizations and increased direct support to the distance learning student. The net result of this strategy will be the increased ability to meet student needs and accelerated enrollment and revenue growth.

This would further advance the Florida Region vision of student service excellence and centralized standards/controls. It would not only provide additional impetus to the current implementation of our Florida strategic plan, but would also expand our potential advances to additional military installations and special need civilian groups throughout the South.

ADVANTAGES:

- Meets students' need for flexible programming
- More efficient manpower utilization
- Expanded distance learning initiatives
- Additional audit and review controls
- Technology/network advances
- Improved student services
- Centralized control/management consistency
- Additional College-wide standards/operating procedures
- Expanded marketing initiatives
- Additional grant development support

University College Distance Learning Site Pilot

The University College Distance Learning pilot will be conducted in the Florida Region at its Ft. Walton Beach, Florida headquarters. This site is envisioned to eventually serve as a central clearinghouse for distance learning that could be conducted throughout the other five University College Regions. It is recognized, however, if this pilot program expands there may be need to relocate this site and set it aside as an separate entity. This consideration will be made as the program is assessed.

A Distance Learning Site will be created to administer the unique marketing and processing requirements of distance education. This site would initially be structured with an Advisor, Student Services Specialist, and Account Clerk. This is a slightly different site structure because of the more administrative-intensive processing, coordinating of faculty/library support, and technology training/support. Responsibilities for these personnel would include normal site functions performed via technology in some cases as simple as the telephone.

This distance learning model places confidence in the student by emphasizing learner-controlled activities to achieve course objectives. Through course guides, textbooks, computer-mediated instruction or dialogue, competency-based enabling activities, various specialized media, and faculty interaction, distance learners are put through the same rigors as traditional classroom study. Students control their own progress with the guidance of faculty and staff.

It is recognized that distance learning is not for everyone. Distance learning students need the discipline to work within their local environment filled with pressures of the home and workplace. Also, some students are not comfortable with the computer and telecommunications skills that are needed by distance learning students. Students must have basic skills in areas such as E-mail, file transfer, and the use of other network software such as World Wide Web browsers.

In addition, the various complexities of developing and administrating a distance learning program and the initial course work provided by sites will only supplement existing classroom programs. Total degree programs will not be offered as part of year-one site programs.

Students will be able to apply for admissions, register for classes, and complete course work without physically coming to a Troy State location. Exceptions will only be in cases of examination requirements.

Planning strategy:

The "Chaos Scientific Approach" should be adopted, i.e., take innovative programs that exist within Troy State University presently to develop a new distance learning model, noting immediately that distance learning is not for all students. This strategy has proved to be particularly valuable in technology enhanced programs when technologies change daily. The goal is to allow the flexibility needed to utilize news technologies as they become available and cost effective.

Program

The specific distance learning program envisioned for Troy State University, Florida Region is one that provides maximum flexibility for the Institution while ensuring delivery of quality educational programs at both the undergraduate and graduate levels. The program would be an asynchronous, non-real time, computer-mediated program that would allow students to take courses anywhere at any time.

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Each course would have specific materials for successful conclusion including:

- Textbook(s)
- Study guides
- Supplementary materials

Students and faculty would be required to have electronic mail access. Students would be required to complete study guides, pass an examination and complete enabling activities in undergraduate courses; and at the graduate level, do the same with the addition of a research paper or project.

The website would contain course materials with the exception of the text book for down loading/use, and would include standard training programs for on-line students including:

- How to use the Internet/website
- Library orientation'
- Commonly asked advising questions and answers
- Financial aid orientation
- Contact information
- Faculty biographies
- General information about the Institution and program.

The distance learning advisor, existing site advisors, and distance learning faculty would do academic advising.

Distance learning faculty would be selected from among existing TSU, FL faculty and other interested, qualified individuals with prerequisite equipment and experience. Training and development support will be provided to current faculty and new faculty will be recruited as needed to support the program.

The registration for on-line students in the program will be done at the site by the records assistant or in the case of regular students, in conjunction with the local advisor.

All administration of the program, including budget development and control, training, development, organization, staffing, directing and evaluation will be done by the operations director, as is the case with other Florida locations.

The site of the distance learning office is not of consequence. It could be at Fort Walton Beach or any other site. Approximately three offices would be required, each no larger than 10' x 12', for a total square footage of 360 to 400.

Evaluation:

The key element in insuring quality and justifying an online program is institutional research. A three pronged approach would be used here, all with descriptive methods:

- Student Grades
- Major Field Achievement Tests/APT,...
- Completion Rates
- Student Evaluations
- Faculty Evaluations
- External Review
- Panel/workshop feedback
- Comprehensive Exams (where applicable)
- Alumni surveys

It is very important to note that all methods of assessment in regular programs will also be used in distance education. Data obtained and analysis conducted would be used to assist in decision-making regarding the future direction of the program.

Marketing the Program:

Marketing would be done using existing site personnel in the following ways:

- Current military personnel unable to take course work due to schedule
- Current military personnel wanting to supplement course work
- Businesses and educational programs in area for degree completion options

In addition, direct marketing efforts in the form of mailed brochures should be targeted toward groups of adults with educational needs of degree completion and master's increments.

A full marketing plan will be required to exploit all aspects of market satisfactorily.

Future Considerations:

A strong consideration for the future will be the development of non-degree, certification programs specifically targeted to special interests in the business and educational communities. Several institutions have been successful in their use of these programs.

In addition, special emphasis must be placed on how on-line education can be structured to meet the needs of training in industry. Positioned properly, Troy State can take advantage of industry's need for specific training using on-line educational programs that are easily adaptable and bring a plethora of information power with them.

It is important to have a definite management process in place to manage the geographically disbursed sites throughout the South. This will become increasingly important with the control and marketing dictated by the proposed distance learning site. The management process currently used in Florida with the addition of the Operations Director could be used to handle the increased marketing and audit requirements.

B. THE RELATIONSHIP OF DISTANCE LEARNING TO THE INSTITUTIONAL PURPOSE AND MISSION

These programs are consistent with the purpose of the University as stated in the Troy State University Mission and Goals Statement (See Appendix A). "The University is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, education, business communication, applied science, nursing, and allied health sciences. A major commitment exists to provide educational services for the larger community, especially adult education and graduate education for mature students. The University also provides selected educational programs to the United States military services throughout the country and abroad." The programs are also consistent with the purpose, goals and objectives of the Florida Region especially that of accepting "alternative to traditional classroom delivery systems (See Appendix A). These distance learning programs are designed primarily for working adults including military service members and their family members, Department of Defense and other civilians and their family members.

C. LOCATION/SITE INFORMATION

Troy State University - Florida Region
Distance Learning Site
P.O. Box 2829
Ft. Walton Beach, FL 32549

Distance from TSU Main Campus, Troy, Alabama - approximately 130 miles.

RESPONSIBLE ADMINISTRATOR:

Coordinator
Distance Learning Site
Troy State University Florida Region
Ft. Walton Beach, FL 32549
(850) 301-2151
FAX (850) 301-2179

D. MEANS USED TO MONITOR AND ENSURE QUALITY OF ACADEMIC PROGRAMS

1. The Planning Process

The Purpose of the Master Plan

- ◆ This document identifies the planning process of Troy State University Florida Region, based on the TSU, University College and Florida Region missions. It includes strategic and tactical planning goals, procedures, and time lines.
- ◆ The Troy State University Mission:

TSU's mission is to encourage each student to develop his/her potential and to become a productive member of society by providing an appropriate academic, cultural, and social environment.
- ◆ The University College Mission:

University College's mission is to administer off-campus programs that support the TSU purpose and objectives.
- ◆ The Troy State University Florida Region Mission:

Florida Region's mission is to develop and maintain academic and administrative programs that support the mission and goals of Troy State University and University College (UC).
- ◆ The Troy State University Florida Region Master Plan:

The Master Plan provides a coordinated approach to planning in the Florida Region. It includes strategic and tactical planning goals, procedures, and time lines. The Master Plan is divided into two parts. Part 1 addresses Tactical (short-range) Planning. Part 2 addresses Strategic (long-range) Planning.

Part 1 - Tactical Planning

The TSUFR Associate Director for Academics (ADA) will distribute instructions and suspense dates for the planning documents as required.

Suspenses will be established as follows:

- a. Annual Self-Study Update and Revision of Six Points of Institutional Effectiveness (SPIEs).
 - (1) October each year
 - (2) Department Chairs/Staff Directors to ADA.
 - Includes program self-study weaknesses, Plans For Improvement (PFIs), academic profiles, in house and educational testing service evaluations, comprehensive exams, and faculty evaluation results.

- b. Submission of Self-Study Update and Revision of SPIEs to UC.
 - (1) December/January each year.
 - (2) ADA to UC.

- c. Self-Study PFI Submission
 - (1) January/February each year.
 - (2) Department Chairs/Staff Directors to ADA.
 - Prepare Planning Statements and Resources Needs.

- d. Troy State University Planning Request Short-Range (Annual) Plans.
 - (1) January each year.
 - (2) Department Chairs/Staff Directors to ADA.
 - UC provides forms and instructions.
 - Director submits TSU Resources required for short-range Annual Plan form to UC.

- e. TSU Budget for the Plan
 - (1) January February each year.
 - (2) ADA to UC.
 - Director integrates self-study PFI submissions received from Department Chairs/Staff Directors. With UC guidance, submit L/S plans to UC; brief Vice President UC.
 - Assistant Director for Finance submits budget.

Part 2 - Strategic Planning

The TSUFR Associate Director for Academics (ADA) will distribute instructions and suspense dates for the planning documents as required.

Suspenses will be established as follows:

- a. TSU Strategic Plan 2000 Form.
 - (1) January/February each year.
 - (2) Department Chairs/Staff Directors to ADA.
-List goals in priority order.
- b. TSU Strategic Plan 2000 Form to UC.
 - (1) January/February each year.
 - (2) Director to UC.
- c. TSU Resources Required for Strategic Plans form.
 - (1) January/February each year.
 - (2) Department Chairs/Staff Directors to ADA.
- d. TSU Resources Required for Strategic Plans form to UC.
 - (1) January/February each year.
 - (2) Director to UC.
-Consolidate, prioritize, and sort into Strategic Direction categories.

TSUFR Executive Committee

- ◆ The TSUFR Executive will be composed of the Assistant and Associate Directors of the Florida Region.
- ◆ The TSUFR Executive Committee (FREC) will meet at least quarterly, and at such other times as determined by the Director, TSUFR. Meetings will be scheduled on a regular basis to review the procedures outlined above under Tactical Planning and Strategic Planning. Other Regional Committee will also become involved in this process as determined by the FREC. Specifically, the FREC will meet as follows:
 - a. October each year:
 - (1) Outline plans for new Tactical and Strategic Planning cycles
 - (2) Review Tactical and Strategic Plans as required.
 - b. January each year (may require more than one meeting):
 - (1) Review Annual Self-Study Updates and Revisions of SPIEs submitted by Department Chairs and Staff Directors.
 - (2) Review Strategic Plan 2000 submissions from Department Chairs/Staff Directors.
 - (3) Review TSU Resources Required for Strategic Plans submissions from Department Chairs/Staff Directors

- (4) Review Self-Study PFI submissions from Department Chairs/Staff Directors.
 - (5) Review TSU Planning Request Short Range (Annual Plans) based on instructions from UC.
- c. April each year:
- (1) Review Tactical and Strategic Plans as required.
- d. July each year:
- (1) Review Tactical and Strategic Plans as required.

Reference Documents

- ◆ TSU Manual for Developing Planning Documents.
- ◆ TSU University College Policy Manual.
- ◆ TSUFR Director's SPIE/Self-Evaluation.
- ◆ TSU Policies and Procedures Manual.
- ◆ University College Policy Manual.
- ◆ Policy letters and memoranda as required.

2. Systematic Evaluation of Instructional Results

The evaluation of all off-campus degree programs is the primary responsibility of the Vice President and the Dean of Academic Affairs of University College. They are assisted in those responsibilities by not only the Dean of the Sorrell School of Business, the Dean of the College of Arts and Sciences, and the Dean of the School of Education, but also by the Director, the Associate Director for Academics and the Regional Coordinators. The following instruments are used in the evaluation of the programs:

- a. Student End-of-Course Critiques
- b. Student Exit Assessment form (completed by all students filing an Intent to Graduate)
- c. One-Year-Out and Five-Year-Out Alumni Surveys
- d. Major Field Achievement Test - Undergraduate only (administered to all graduating seniors)

- e. Academic Profile Test - Undergraduate only.
- f. Comprehensive Exams - Graduate Only

The results of these assessment instruments will be reviewed annually or quarterly, as appropriate, by the Department Chairs on the main campus, the Director of Academic Affairs of University College, the Associate Director for Academics, the Regional Department Coordinators, and the faculty.

3 Process for Monitoring and Evaluating Expanded Activities

- a. Troy State collects student statistics or headcount and enrollment data quarterly. This data is provided to the TSUFR Director, the Associate Director for Academics and to TSU Troy for monitoring and evaluating the programs.
- b. All of the processes described in "2" above are used to monitor the academic quality of the new or expanded activities.
- c. There are no differences in admission or graduation requirements for students participating through distance learning.
- d. There are no special arrangements for grading, transcripts or transfer credit policies for distance learning students.

E. INSTRUCTIONAL MATERIALS

1. The instructor selects and evaluates all instructional materials needed for a class. Once he/she has made a selection, these are submitted to the appropriate, academic department chair for approval.
2. All instructional materials that are to be edited or adapted will be submitted to the appropriate, academic department chair for approval.
3. The following resources are available: qualified distance learning and technology experts who assist faculty with the development and delivery of DL courses; a fully operational "Electronic Classroom"; computers labs, graphics workstation, video and audio equipment, software; and other resources are provided by TSU. Adequate funds are budgeted for distance learning course development.
4. Troy State University Florida Region is accredited through the Main Campus at Troy, Alabama that is currently accredited to deliver courses via distance learning. The Main Campus is currently using videotapes produced by PBS and also producing interactive videos and interactive television.

F. DEVELOPMENT AND PRESENTATION OF COURSES

1. There are no differences in the selection of course content between courses offered in the classroom and those offered on the DL format (See Appendix I). If online lab experiences are not available, students who take a course that requires a lab may be required to attend a lab on campus.
2. The qualifications of the faculty for distance learning courses are the same as the qualifications for regular, classroom courses, requiring main campus instructor certification. Roster of Instructional Staff is at Appendix C.

3. Faculty Evaluation

Full-time Florida Region faculty members teaching at the Distance Learning Site are evaluated by the Florida Region Department Chairs and the Associate Director for Academics. Each faculty member who teaches a course via Distance Learning is evaluated. At the end of each course, the students complete a questionnaire and return it to the Distance Learning Site Coordinator. These are sent to the appropriate, academic department chair for review. After the chair review, the questionnaires are forwarded to the Academic Committee for further review. The results are tabulated and sent to the department chair for final disposition. Faculty is evaluated each time they teach a course via Distance Learning. These course evaluations become part of the data used by department chairs to conduct annual faculty evaluations.

If there are any problems identified by these student questionnaires, they are brought to the attention of the faculty member and monitored. Summaries are provided to the faculty member, the Department Chair, and the Associate Director for Academics.

Full-time and adjunct faculty who teach Distance Learning courses provide input to the institutional effectiveness and planning process through their Department Chairs and the Site Coordinator. This is a continuing process (see Appendix C).

4. Faculty are provided with a Troy State University Faculty Handbook, a University College Policy and Procedures Manual, and a Florida Region Faculty Handbook to explain the instructional procedures.
5. The same as courses taught in the classroom. The normal faculty teaching load is two graduate courses per term or three undergraduate courses per term.

G. LEARNING RESOURCES

The Troy State University, Florida Region (TSUFR), Library provides the relevant graduate-level supporting materials for students pursuing Master's Degrees at all Florida Region teaching sites. This includes all proposed degrees to be offered through the TSUFR Distance

Learning site. The Distance Learning site services students at any geographic area throughout the world, presupposing that these students may not have access to a physical library of any kind.

TSUFR Library provides services through a centralized model. These services are a blend of pedagogic materials to undergird each program as whole; research aids, both actual materials or systems of identifying, locating, and retrieving needed documents; and assistance of trained staff in person or via telecommunication. Resources are provided through a combination of methods arranged and coordinated at the TSUFR Central Library at Hurlburt Field. Key components are online full-text periodical databases; interlibrary loan (ILL) from The Troy State Library System and other libraries; reference and other assistance via e-mail and/or a toll-free number (within the Continental United States) to the Central Library; FAX service; bibliographic instruction; and a library web page with links to relevant sites as well as to TSUFR general library and collection information and to the online periodical databases.

Students who also take classes at specific (physical) TSUFR sites, or live near such sites, will have the services of the professional, part-time TSUFR Librarians and Central Library staff who work at those sites. Directions are provided to such Distance Learning students for contacting that Librarian for direct assistance. To supplement library services from TSUFR, students may draw on libraries within the communities where they live or work, if libraries are available. If necessary, the TSUFR Central Library will provide a letter of authorization requesting that the student be granted user privileges at such a library.

TSUFR Library services are channeled into two segments: Those which service, for the most part, all students and faculty, including those in Distance Learning; and those which support, and are being developed to support, only those students and faculty involved with Distance Learning.

The services designated for all students are as follows:

The Florida Region Central Library personnel provides resource services for all students and faculty. The Central Library staff consists of the Assistant Director for Library Services, a Reference Librarian, and three Library Assistants. The Assistant Director for Library Services is responsible for the overall structure of the program, including planning, budgeting, hiring the Field Librarians at the sites, making policy decisions, etc. The TSUFR Library Reference Librarian coordinates collection development with input from the Field Librarians and faculty and is also responsible for providing course-related bibliographies to TSU-owned materials. He designed and continues to develop the Library webpage. He serves as an additional reference source for all students, who may contact him through the Central Library's toll-free number or e-mail. He is also responsible for designing Distance Learning support as described below.

One Library Assistant spends 50% of her time working directly with the Reference Librarian to maintain currency of such information on the web as changes in database passwords or notification of new resources. She also assists in designing tutorials for the webpage for all TSUFR students including those in Distance Learning. Another Library Assistant deals with

individual ILL requests. A third manages all routine library operations and provides faculty support. All Library Assistants support the program with reference by telephone or e-mail or in person in the Central Library.

The Assistant Director for Library Services and the Reference Librarian (both of whom have a Master's Degree in Library Science) work with the Field Librarians in the Florida Region to keep them informed of changes, policies, and events concerning the library and to provide resources and assistance with collection development and other support as needed. They also provide training to Field Librarians in new resources at the Central Library, on-site, by e-mail, or by telephone. It is these Field Librarians who in turn help any Distance Learning students or faculty who are enrolled at or live near a physical TSUFR site. In addition to staff at the Central Library, the Dean of Libraries, at Troy State University, Main Campus Library coordinates library services throughout the entire TSU University College system and serves as an information resource for Regional Librarians.

Services to all students include individual reference by phone, e-mail, or in person; individual bibliographic instruction delivered by any of the same techniques; Interlibrary Loan (ILL) as described below; library information publications in both print and electronic forms; collections developed to support TSUFR courses; and the availability of a webpage as a gateway to pertinent information and resources, including online full-text academic periodical databases.

To support the TSUFR program, The Central Library maintains a collection of over 9,000 monographic titles and 300 periodical titles, apart from the full-text periodicals in the online databases. These resources are augmented by approximately 250,000 monographic titles and extensive periodical titles, (including forty per cent of those indexed in Wilson's Business Periodicals Index) held in the Main Campus library at Troy, AL. These materials, as well as all those throughout The TSU System, are available to all TSUFR students through ILL. Information concerning support for specific programs is found in the Library Information Appendix.

In general, periodical or other material that is usually photocopied, may be FAXed or e-mailed directly to the students as appropriate, both from the Central Library and the Main Campus Library. Monographs are sent by courier from the Main Campus Library to the Central Library; monographs from the respective libraries are either checked out to students by the Central Library or by a Field Librarian at a specific site, or mailed to the student, as appropriate.

A key component of library service is bibliographic instruction, particularly in the technology arena. Tutorials on library usage are provided both by Library staff and by outside sources. For example, the Information Access Company (IAC), the source for Expanded Academic ASAP and Business & Company ASAP, provides videos, workbooks, and condensed quick-reference user guides. Instructors may borrow a copy of the video and workbook for their own use, and students may also request them by ILL or check them out from any TSUFR site. The TSU System Catalog also provides built-in tutorials for author, title, subject, and other bibliographic searches to enable students to maximize its utility. The TSUFR staff is

in the process of developing more online tutorials to augment the initial one which introduces students to general TSUFR library services. These tutorials will address individual library skills.

The TSUFR library's page, created by the TSUFR Reference Librarian, contains resources or links to resources to support all TSUFR courses, including those in Distance Learning.

Besides accessing the library information on the web, students may e-mail the library to request ILLs or individual assistance either by e-mail or by telephone. A toll-free number currently may be used within the Continental United States; as the Distance Learning Program develops, e-mail will supersede use of the telephone.

Among the resources on the TSUFR Library page is The TSU System Catalog, which makes available for Interlibrary Loan all materials within the Troy State Libraries in Troy; Montgomery; Dothan; Phenix City; Hurlburt Field, FL; Pensacola, FL; and Whiting Field, FL. This catalog may also serve as the basis of a literature search.

The library webpage also provides the TSUFR periodical holdings lists (which lists for ILL purposes which journals in the online databases are available at the Central Library); bibliographic instruction; TSUFR course bibliographies; and links to other useful sites.

TSUFR offers online access to two Information Access Databases, Expanded Academic ASAP and Business & Company ASAP, which together include indexing of an extensive list of periodicals and full text for approximately 1,000 of these titles. This company also provides online access to Books In Print, which can serve as an aid to literature searches. In addition, UMI's ABI/INFORM Global is accessible online, with 650 of the journals indexed in full-text. While a particular database might be the primary resource for a specific program, the other databases may contain materials concerning cogent areas of support. Many titles indexed but not full-text may be ordered through ILL from The TSU System. The TSUFR periodical holdings list is on the webpage, while titles held in the Main Campus Library are listed in The TSU System Catalog.

TSUFR Library continues to evaluate databases both independently and in conjunction with other institutions. TSUFR Library currently maintains membership in the State of Florida's Library Information Resource Network (LIRN), which helps make available online databases through the combined buying power of its membership. These databases are accessible to all students of participating institutions, regardless of the physical location of the student. In future, as technology permits, TSUFR will receive similar support from the Main Campus Library.

The Library's webpage remains in continuous revision. Tutorials are in the process of development; links to other sites are periodically checked for currency; and all library information is revised as necessary.

Distance Learning Information and Schedule
TSUFR Student or Graduate Information Handbook
 Undergraduate Admission Information
 Registration Form
 2 Transcript Request Forms (More are provided if needed)
 TSUFR Library Services Handout
 Distance Education Tuition and Fee Sheet
 Distance Education Agreement
 Credit Card Payment Authorization
 MBS Direct Textbook Order Form
 Orientation Guidelines

The videotape provided with the orientation packet includes a library welcome and instructions regarding on-line services as well as general Distance Education orientation and advisement. The video instructs the student to:

- (1) Complete Application for Admission and course Registration forms.
- (2) Process transcript request forms.
- (3) Sign up for Distance Education listserv.
- (4) E-mail the Distance Learning site upon completing the application.

Upon receipt of completed forms from the student, registrations are processed and students are mailed course syllabi and instructions for obtaining a test proctor. Students may contact the Distance Education Advisor listed in the packet for further advisement questions. Once the Admissions Office receives all required paperwork (transcripts, etc.) and students have been evaluated, a degree plan is prepared and a copy is sent to the student. The Distance Education Advisor maintains the original degree plan at the Distance Learning Site and monitors the student's progress each term.

Records Maintenance: Official files for active students are kept in locked, fireproof file cabinets in the TSUFR Records Office. Back-up files are maintained in the Records Office at the Troy Main Campus and at the Distance Learning office. On-site records are kept in a locked filing cabinet with access limited to the Coordinator, the Academic Advisor, and the Administrative Assistant. Additionally, a record of each student's courses, GPA, and grades are maintained on an IBM on-line computer system. Data are input at the Regional Office and are stored on tape in the Computer Center at the Troy Main Campus, Alabama.

Records of students who graduate are sent to the Troy Main Campus where they are microfilmed and stored. A duplicate of the final transcript is maintained at the Regional Office. The office files of inactive students are retained at the Regional Office for one year and are then forwarded to the Troy Main Campus for storage.

I. CONTRACTUAL AGREEMENTS

Because of the nature of Distance Learning, which presupposes students may be located remote from physical libraries of any sort; contractual agreements with other libraries are not

in effect for this particular TSUFR student segment. However, if a student is located near a library with pertinent resources, the TSUFR Library will furnish a letter of introduction requesting library privileges for that student. Students should inform the Central Library if such a letter is required.

In addition, when Distance Learning students are located at or near a traditional, physical TSUFR site, they may use the library for which TSUFR already has an agreement in the respective areas. Contractual agreements for library privileges exist at:

University of New Orleans (New Orleans)

Jacksonville University (Kings Bay, GA; St. Augustine, FL)

University of Central Florida (Orlando)

University of South Florida (MacDill)

Gulf Coast Community College (Tyndall)

Florida Keys Community College (Key West)

The above contracts are on file in TSUFR Central Library.

*Texas A & M University, Corpus Christi (Ingleside)

* In process of being signed.

J. ORGANIZATIONAL STRUCTURE

The institution's organizational charts for the administration of distance learning activities can be found at Appendix D.

K. EVIDENCE OF FINANCIAL VIABILITY

Financial resources supporting this change are provided through the existing Troy State University System and from tuition and fees derived from students enrolling in distance learning courses. Typical to any new site, the Florida Region supports the distance learning site by providing resources such as, a web site/E-mail, Internet access, computer servers, PBX phone system, Datatel system, on-line/on-demand library resources, office support, financial aid/VA processing, textbook support, site marketing, etc. These resources are already secured and available. Three full-time staff positions are also secured to support site operation. The budget details the revenue and expense estimates for the first year of operation (See Appendix F). Categories for teaching salaries, stipends, instructional supplies, subscriptions and contract services were created to provide resources going to contractual instruction and support services.

APPENDICES

- A. TSU Mission and Campus Role Statement
- B. Roster of Instructional Staff
- C. Student Course Critique Assessment
- D. Organizational Charts
- E. Library Information
- F. Budget
- G. Distance Education Course Development Initiative Program
- H. Distance Education Student Processing Procedures
- I. Course Development Strategy
- J. Distance Education Student Agreement
- K. Course Syllabus
- L. Distance Learning Plan