



The Costs of Online Learning: Complete Florida Degree Initiative

**Submitted to Chancellor Marshall Criser and
Chancellor Randy Hanna**

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This document is produced by the Complete Florida Degree Initiative in response to section 1006.735 (e), F.S.: For purposes of the Complete Florida Degree Initiative, each institution's current tuition and fee structure shall be used. However, all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committee on the need for differentiated tuition and fee structure for the development and delivery of distance learning courses.

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Executive Summary

Online learning is quickly becoming a significant component of the higher education experience. Nationally, there are over 7.1 million students taking at least one online course with a 6.1 percent growth rate from last year making the proportion of students taking at least one online course 33.5% (Allen & Seaman, 2014). In Florida, much has been accomplished on the distance learning landscape with the creation of UF Online, Complete Florida and the extensive study of Florida's online opportunities through the Parthenon Report and the Online Postsecondary Education Task Force. This report will focus specifically on Complete Florida's goal to recruit, recover and retain the state's 2.2 million adults with some college and no degree in Florida. This report is in response to the legislation " ... that *all participating institutions shall collaboratively identify the applicable cost components involved in the development and delivery of distance learning courses, collect information on these cost components, and submit the information to the chancellors of the Florida College System and the State University System. The chancellors shall submit a report to the chairs of the legislative appropriations committee on the need for differentiated tuition and fee structure for the development and delivery of distance learning courses.*"

Applicable cost components for online programs in Florida are similar to those across the U.S. An analysis of distance learning fee expenditures by Complete Florida institutions reveal that the costs to deliver distance learning programs can be broken down into the categories of direct instruction, other direct salaries, other direct expenses, technology and infrastructure, support services and other. Direct instruction, including the cost of the faculty member, is held constant for this report and is not considered in the cost study, although the faculty member is the keystone to establishing the overall teaching and learning environment. Although institutions distribute the costs differently, consistent is funding of a support unit that assists the development and delivery of distance learning for each institution. These critical units are identified in the report.

Recommendations for Complete Florida differentiated tuition and fee structure include an analysis of institutions and systems across the country with three major recommendations to represent a culmination of three successful models:

1. Establish a Complete Florida Online/eRate that encompasses the total cost of offering the fully online, Complete Florida degree.
2. Establish a fixed rate tuition model to support competency-based education in designated Florida's Complete Florida programs.
3. Establish a process to create Complete Florida Shared Program(s) through shared resources and shared faculty using a model similar to the state of Georgia.

The Costs of Online Learning: Complete Florida Degree Initiative

Introduction

Online learning has become a significant component of the higher education experience. Over the past year, there has been a 6.1 percent growth rate in the numbers of students nationwide taking at least one online course. Nationally, there are over 7.1 million students taking at least one online course making the proportion of students taking at least one online course 33.5% (Allen & Seaman, 2014). In Florida, much has been accomplished on the distance learning landscape with the State University System reaching 36% of students taking online courses (Board of Governors IPEDs data, Nov 3, 2014) and the Florida College System reaching 28.2% of students taking online courses (IPEDS Data Center and FCS Research and Analytics, November 7, 2014). Florida is number two in the country with distance learning in 4 year, public baccalaureate institutions. Only Arizona maintains a higher overall percentage with 45% of students taking some online courses. (Board of Governors IPEDS data, Nov 3, 2014) (see Table 1).

Table 1: Top 10 undergraduate distance learning enrollments by state, 4 year public universities, degree granting, Primarily Baccalaureate, 2012

State	All students enrolled	Students enrolled exclusively in DL courses	Students enrolled in some but not all DL courses	PCT Students enrolled exclusively in DL courses	PCT Students enrolled in some but not all DL courses	PCT Students enrolled in some DL courses
1 Arizona	112,715	10,063	40,825	9%	36%	45%
2 Florida	263,376	13,912	79,822	5%	30%	36%
3 Maine	27,739	3,533	6,005	13%	22%	34%
4 South Dakota	30,720	5,633	4,763	18%	16%	34%
5 Alaska	27,276	4,106	4,901	15%	18%	33%
6 Alabama	130,260	8,118	34,452	6%	26%	33%
7 Rhode Island	20,929	129	6,482	1%	31%	32%
8 New Mexico	48,848	4,403	10,881	9%	22%	31%
9 North Dakota	31,279	4,146	5,530	13%	18%	31%
10 Kansas	78,873	10,521	13,045	13%	17%	30%

The private schools in Florida comprise a significant number of distance learning student enrollments as well. The private institutions provide significant access to students through distance learning and are meeting the demands of students that require flexibility in pursuing higher education. The private schools for Complete Florida were consulted for this report and have excellent strategies for overall cost models. Each presented excellent strategies for cost savings that are used in the report. The specific costs of private institutions will not be included in this report as they set their own tuition and fees without state subsidy and oversight. It should be noted that our Complete Florida private institution partners have models for competency-based education as well as prior learning assessment along with their regular fully online degree programs.

In Florida's state institutions, much of the challenge in capturing a single protocol for the online learner is the practice of a "mixed model" for student access to online learning. Across the state, institutions offer online learning courses and programs that provide students multiple options. A student may choose to be online one semester and then take one online course supplemented with face-to-face courses in the next semester, or be fully online. This mix of strategies complicates tracking and a "one size fits all" solution to reduce costs or make policies and best practices about online learning. The mixed model strategy does take advantage of the strength of online learning in providing enhanced access to education. For some institutions, using a mixed model has enabled significant growth without significant new facilities costs. For purposes of this report, the discussion will focus on the student taking courses fully online and does not take into account the variability of students across the system participating in one or more distance learning courses. This strategy aligns to the fully online model supported by Complete Florida where scalable policies and best practices can be articulated more clearly.

As the number of students participating in online learning in Florida continues to grow, the Florida legislature is posing the question, *how much does distance learning cost*, to gain a better understanding of the 'applicable cost components' that are involved in the development and delivery of distance learning in Florida. As most institutions in the state have implemented a distance learning fee to support the costs of development and delivery, there is a realization that quality online education does have costs that are different from the face-to-face environment where policymakers and institutional leaders have a better overall understanding of the system.

Even with posing a more general question, *what does a college degree cost in a traditional environment*, there are various formulas applied that study the direct and indirect expenditures by credit hour and degree. Even in studies of this kind such as the Delta Cost Project, much variability exists based on how much academic credit a student brings to college (dual enrollment, AP, IB, 2+2), which degree a student selects (variable costs of the academic experience with labs, facilities, materials and faculty costs), and the variability in time to degree (student change of majors, selecting a minor, double majoring, stopping out and returning) (Johnson, 2009). In

face-to-face instruction on the traditional campus, there are major cost drivers relative to direct instruction, other direct expenditures, technology and infrastructure, university support, student services, plant operations and management, research and public service and research.

Online education, specifically fully online instruction with Complete Florida, will have similar variability as adult students return to college with variable academic credit and experiences and will likely participate part-time while continuing to work or care for family members. Predicting cost of degree will be variable for these students based on a variety of factors:

1. Credit hours remaining for completion of a degree and its alignment to programs in Complete Florida.
2. Institution selected to complete a degree (variability in student credit hour costs exist among state colleges, state universities and private institutions).
3. Use of accelerated approaches to achieving time to degree through shorter duration courses.
4. Use of competency-based education models that also will accelerate the time to degree and take into account knowledge that students may be able to prove through assessments rather than paying for courses not needed.
5. Use of prior learning assessment as a mechanism to enable student opportunities to reduce the number of courses required to degree completion (based on showing their expertise through assessments).

It is a given that quality online education does have associated costs. Overall, results from a review of distance learning fees across Complete Florida institutions revealed that the majority of costs go to:

1. **Support technology and infrastructure** specific to distance learning that may include a portion of the Learning Management System as well as many software applications, modules and add-ons to support specifically the distance learning student.
2. **Enable staffing and expenses in distance learning design centers and institutes** embedded on college campuses to be responsible for development and portions of delivery of online learning. These robust units serve the function of supporting faculty, designing courses, developing media for online courses, leading proctoring efforts, handling state authorization, ensuring ADA requirements are met, handling authentication of students, managing distance learning software and applications, conducting training and managing change on campus.
3. **Provide student support infrastructure** that spans the campus to support an online learner in the same way a traditional student is managed (help desks, library services, financial aid, tutoring, advising, ADA support etc.). Most of this activity is not funded by the distance learning fee but is critical to the retention of students online and required through SACSCOC to provide

equivalent services to all students regardless of instructional delivery methodology.

This analysis will present the best possible representation of the use of the distance learning fee and other institutional resources to support distance learning as a major strategy for the state. In addition, the range of critical cost drivers to support online education for fully online programs is articulated.

ROI for Distance Learning in Florida

Distance learning is critical to the long-term strategy in the state of Florida. It is evidenced through individual institution strategy as well as evident through the formation of (a) the new Innovation and Online Committee as part of the Florida Board of Governors, (b) UF Online and (c) Complete Florida. As well, a task force was commissioned to study distance learning in Florida and to make recommendations to move Florida forward. The Online Postsecondary Education Task Force worked for approximately a year and made several recommendations to support statewide efficiencies and innovative practice. The state of Florida also supports a ‘workhorse’ organization that supports the state’s shared distance learning course catalog, student services, electronic library services, and career readiness support through the newly formed Complete Florida Plus Program (formerly the Florida Virtual Campus). As a state, we have chosen to make distance learning a critical component of our long-term strategy and intend to be a national leader in the work we do. Currently, in Florida there are over 33% of our students taking at least one online course out of approximately 1.2 million students combined in both the Florida College System and the State University System. If distance learning were not an option for these students, it would not be possible to provide access to students taking online courses at institutions throughout Florida.

Applicable Cost Components

Definition of Distance Learning

Distance learning courses are defined in Florida as *a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both.* This method of delivery typically means that instruction is happening in a Learning Management System online. Public institutions wishing to assess a distance learning fee must include every section of every course in the state’s distance learning catalog (<https://courses.flvc.org/Degrees>) following legislation enacted relative to the **distance learning fee** (FS 1009.23(16)(a). *“The amount of the distance learning course fee may not exceed the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.”*

The Florida Distance Learning Task Force Final Report (Feb 26, 2009) developed a set of recommendations for use of the fee that aligned to the legislation and took

into account the needs institutions may have in developing and delivering distance learning on their campuses. There were four levels recommended as follows:

- Level 1: Basic IT Infrastructure
- Level 2: Centralized Distance Learning Costs
- Level 3: Degree Related Distance Learning Costs
- Level 4: Course Related Distance Learning Costs

In a broader study of distance learning fee utilization, institutions in Florida would fall into one or more of the levels in their decisions of how to best spend the dollars in support of distance learning. Complete Florida institutions overall have tied their distance learning fees to Level 1 Basic IT Infrastructure and Level 2 Centralized Distance Learning Costs.

Introduction of Cost Components

An analysis of distance learning fee expenditures by Complete Florida institution (see Appendix A for total analysis by institution) reveals that the costs to deliver distance learning programs can be broken down into the categories of direct instruction, other direct salaries, other direct expenses, technology and infrastructure, support services and other. Overall, Complete Florida institutions invested distance learning fees in the development and delivery of distance learning programs through the hard work of distance learning shops embedded within individual institutions. Appendix A provides an overall allocation of costs for the distance learning fee and provides an institution by institution allocation of costs chart. As expected, “direct salaries” is the largest expense other than faculty direct instruction costs (which are not considered here). Direct salaries in this category include instructional designers, media developers, programmers and others that support the development and delivery of distance learning programs.

Cost levers for each of these categories are listed in Table 2 for a quick review and will be further explained. Noted in Table 2 is a brief identification of face-to-face and online levers in an attempt to explain where costs are unique to distance learning.

Table 2: Cost Levers for Distance Learning

Category	F2F	OL	Cost Levers
Direct Instruction [faculty costs]	same	same	<ul style="list-style-type: none"> • Remains constant regardless of environment <p>*SACS requires high quality instruction in any environment, faculty to student ratio, required qualifications, etc.</p>

Category	F2F	OL	Cost Levers
Facilities	higher		<ul style="list-style-type: none"> Distance Learning Design Shops Offices Some study space for students Support staff space
Other Direct Salaries [salaries of staff in units supporting DL]		higher	<ul style="list-style-type: none"> Instructional Designers (content development, maintenance) Media Designers (graphics, visuals, videos) Design Team Professional Development
Other Direct Expenses [categories: consulting, travel, subscriptions, annual memberships, educational]		higher	<ul style="list-style-type: none"> Faculty Professional Development Faculty Support Purchased Content Proctoring State Authorization Library Materials
Technical & Infrastructure [IT, IT supplies, Licenses, Repairs & Maintenance, Equipment]		higher	<ul style="list-style-type: none"> LMS Costs (portion) Other software, tools and add-ons to support online learning
Support	similar	similar	<ul style="list-style-type: none"> Academic Tutoring Services Student Services (Help Desk) ADA Services Library Services
Other [other materials and supplies, building and construction materials, other current charges and obligations]	similar	similar	<ul style="list-style-type: none"> Various office materials for distance learning shops Modifications to facilities for design of online learning

Direct Instruction. Direct instruction is the most significant cost of delivering a course, regardless of instructional format. SACSCOC requires that all regionally accredited institutions maintain an appropriate ratio of faculty to student, have instructional staff that are educated at a specific level (terminal degrees for graduate instruction, masters degrees for undergraduate instruction) and that a certain percentage of instructional staff be full time faculty (not adjuncts). To maintain quality of instruction, faculty utilization across all delivery methodologies

would be held constant. As such, the costs of direct instruction are not included in this report.

Facilities. Facility costs for online learning have not been included, as these costs are difficult to capture and may significantly vary. Costs may include offices for faculty, support staff, online student services, online learning development, online administrators and potentially study/library space for campus-based students.

Other Direct Salaries. All Complete Florida institutions have a distance learning development center or institute of some form that houses instructional designers, media developers and trainers to support faculty in the development and delivery of distance learning courses. Florida uses various models for the design and delivery of distance learning, with some distance learning operations providing significant faculty development, course maintenance and support while other institutions actually develop the full courses with the support of the faculty member.

Typically, when searching for “distance learning” on campuses, the external facing site for students and student support will be visible, however, many times the internal working operations that are so vital to the success of distance learning on each campus are not visible. Table 3 provides links to distance learning centers/institutes for all Complete Florida institutions as well as links to the external facing sites for students.

Table 3: Complete Florida Institutions Online Services

Institution	Internal Services for Distance Learning Faculty & Staff	Online Learning Student Site
State University System		
Florida Gulf Coast University	http://www.fgcu.edu/distance/coursedevelopment.asp	http://www.fgcu.edu/distance/
Florida International University	http://online.fiu.edu/faculty	FIU Online http://online.fiu.edu
University of Central Florida	Center for Distributed Learning http://cdl.ucf.edu	Online@UCF http://online.ucf.edu
University of West Florida	Academic Technology Center http://uwf.edu/offices/academic-technology-center/	UWF Online Campus http://uwf.edu/online/
Florida College System		
Florida State College at Jacksonville	Open Campus Faculty Services http://www.fscj.edu/academics/online-learning	Open Campus http://www.fscj.edu/campus-life/campuses-centers/open-campus-

Institution	Internal Services for Distance Learning Faculty & Staff	Online Learning Student Site
		deerwood-center/center-for-elearning/
Indian River State College	Institute for Academic Excellence http://v125-irsc.weebly.com	Virtual Campus http://virtualcampus.irs.c.edu
St Petersburg College	Faculty Support Services	eCampus http://www.spcollege.edu/ecampus/
Private Institutions		
Barry University		https://www.barry.edu/online/
Hodges University		http://www.hodges.edu/academics/academicPrograms/olPrograms.aspx
Palm Beach Atlantic University		http://www.pba.edu/online-studies
St. Thomas University		http://www.stu.edu/Academics/OnlineProgramsPortal/tabid/3510/Default.aspx

Other Direct Expenses. The work that occurs within the distance learning development and delivery centers/institutes across Florida includes such things as faculty professional development, course maintenance, leading and assisting in purchasing course content, assisting with proctoring models and typically leading state authorization efforts and building out course content to align to ADA requirements. Most institutions provide a supplement in some form (such as extra state compensation) for faculty to attend training and design a new fully online course. Some institutions continue through the implementation and maintenance of a course or program using quality metrics such as Quality Matters. Costs typically associated with Quality Matters include peer reviews internally and funding for national peer reviews. Successful reviews yield literature-based, high quality online courses. This review is important because a high quality course promotes student engagement and course retention/completion.

Additionally, course content may be purchased or developed in-house. Many times, the objectives, text and assessment items for courses are developed by a faculty member, while supplemental media (video, animations, graphics, etc.) are either produced in-house or purchased. State of Florida faculty and designers share course

content voluntarily through the Florida Orange Grove and through other Open Educational Resource sites.

State Authorization is also typically handled in the design centers/institutes on campuses and supported by legal counsel. Each institution is required to seek and maintain authorization to operate in every state in the U.S. There are different triggers representing 'presence' in a state and various programs that require licensure or certification have additional parameters that require ongoing oversight. This single responsibility impacts student registration, adjunct usage from out of state, internships in other states and the ongoing monitoring of changes to state-by-state requirements. This single task requires significant campus based support (like staff time monitoring and website updates). An example of this work includes: <http://uwf.edu/online/out-of-state-students/state-authorization/>.

Technology and Infrastructure. Costs associated with technology and infrastructure are reflected as unique distance learning costs. Although the Learning Management System (LMS) can be used across all courses (and the total calculated costs are typically shared with the technology fee), it is designed as the sole mechanism for delivering distance learning courses. In addition to the LMS, there are distinct tools to support video conferencing, lock down browsers to prohibit cheating on online tests, other proctoring tools, tools to assist with grading papers to identify plagiarism, and authentication tools to ensure students taking the online course are the ones receiving the grade. Additionally, electronic resources may be required for courses that include video libraries and other multimedia resources to provide equivalent instruction to face-to-face. For example, for many years institutions have struggled with providing unique film experiences for online students. Historically, faculty would show videos in a face-to-face class that may be of significance to course content. Purchasing multimedia subscriptions and licenses that meet all accessibility criteria to support this experience online has been a focus at some institutions.

Support. Students regardless of instructional delivery model do require support for the full student life cycle. Campuses are comfortable with the face-to-face model for advising, tutoring, financial aid, cashiering, graduation checks and more. Through the years, campuses have evolved to support the fully online student by providing these services electronically. Additional support that has emerged through the years includes Help Desk support for online learners and Library Services available to students anytime, anywhere. Most of this support comes from other sources of revenue and typically does not tap into the distance learning fee, however, it should be noted that supporting students is an absolute key to retention and completion and if there are any supplemental measures that could be put in place to support students not just during their program of study but onward toward job placement, it would be a great investment.

Other Associated Costs. Categorically, Complete Florida institutions have indexed other associated costs for such things as materials and supplies and construction

costs likely associated with renovation to areas to support distance learning development and delivery. These costs vary institution to institution.

National Approaches to Differentiating Tuition and Fees

States and individual institutions across the United States are implementing various interventions to promote reduced costs to students in online environments.

Examples include:

- **Kentucky Community and Technical College System** has implemented a competency-based model for students where students pay subscription pricing monthly and are allowed to accelerate as quickly as possible to complete a degree. Courses start every week and prior education credit is considered. http://www.kctcs.edu/KCTCS_Online.aspx
- **University of Wisconsin Flexible Option** has been implemented in the University of Wisconsin Extension system to fully support competency-based education through a series of shared programs and experiences. This model is geared toward adult learners and has positive cost implications for students. <http://flex.wisconsin.edu>
- **The Georgia System** has implemented a statewide vehicle to support online learning through “GeorgiaOnMyLine” <http://www.georgiaonmyline.org> that supports a common LMS and other common technical infrastructure as well as shared courses and programs with Georgia’s eCore <https://ecore.usg.edu> and Georgia’s eMajor <https://emajor.usg.edu>.
- **Open SUNY** and its affordable learning solutions <http://opensunyals.org> that support Open Textbooks, Open MOOCs and shared resources among 8 of the 64 institutions in the system. Additionally, the site directs students to free and open materials that are freely available on the web, just may not be known to students. Open SUNY is a new innovative organization that supports all SUNY institutions through shared professional development, with course development models across the system creating some efficiency.
- **The Texas System** has rolled out a common application https://www.applytexas.org/adappc/gen/c_start.WBX for the state and although not transformational in nature, it enables a great deal of data analytics to support high school guidance counselors and track students in real time as they apply and enter colleges and universities in Texas. There would be system efficiencies in having a single common application as well as good data driven decisions about where to invest.

Individual institutions also are making impacts across the country including Southern New Hampshire University with its significant growth in accelerated, online, job ready programs and competency-based College for America Program <http://collegeforamerica.org> and Northern Arizona University’s competency-based Personalized Learning program <http://pl.nau.edu>. In both examples, student tuition

and fees are capped at \$2,500 per six months with a ‘take all you can take for this amount’ approach enabling students to accelerate and save money.

In addition, private businesses and start-ups across the U.S. really have the most transformational examples of cost savings, although the business model is still shaky and requires venture capital, foundation support or some other form of subsidy at the current time. The Khan Academy <https://www.khanacademy.org> although designed for K12 tutoring, is also being used in the higher education space and it is only a matter of time until more free and open materials in this fashion are available across the college curriculum. Coursera <https://www.coursera.org> provides MOOCs offered by distinctive higher education institutions across the U.S. and has delivered to more than 10 million learners. There are partnership models where MOOCs can be completed and combined as certificates that may be accepted at individual institutions. EdX <https://www.edx.org> is another MOOC delivery model that is in the higher education space supporting over 400 faculty and staff at distinctive institutions and has awarded over 100,000 certificates in its short existence. Complete Florida institutions have been testing many of these ideas to promote reduced cost to students including competency-based education, prior learning assessment and MOOCs. A discussion of Complete Florida strategy testing can be found in Appendix C.

Differentiated Tuition and Fee Models for Complete Florida

This cost study is intended to recommend a differentiated tuition and fee model for the undergraduate, fully online Complete Florida program. To be able to make a recommendation, a study of models across the U.S. was conducted. Findings recognize several models to support online learning that include:

1. Taking Programs to Scale
2. eRate System Model Constant Across Undergraduate and by Program
3. All Fees + Distance Learning Fee
4. Reduced Fees
5. Subscription Pricing/Fixed Flat Rate
6. System Shared Program Areas: eCore
7. System Shared Program: eMajor

Table 4 is a summary of institutional and system models across the U.S. representing both public state colleges and state universities. Although tuition is significantly different among state colleges and universities and across states, the models are easy to identify. It becomes clear that ‘bolting on’ distance learning to an existing business model is not a less expensive option. As a matter of fact, distance learning does require unique ‘cost components’ that have to be funded in some fashion. The total cost of education in a tuition + fees based model is typically more expensive. Reducing fees to accommodate the fully online student (not the student

that mixes online and some face-to-face instruction in a single semester) is an incremental solution implemented in individual institutions and systems across the country.

Table 4: Distance Learning Undergraduate Total Tuition & Fees State Colleges and Universities by Institution

Institution	Regular Tuition & Fees (by credit hour)	Distance Learning Tuition and Fees (by credit hour)	Model Used
UT Arlington (RN to BSN)	1,004.00	350.00	Scale
Southern New Hampshire University	1,219.00	320.00	Scale of online, Reduced Fees
Middle Georgia State College	298.67	129.67	eRate
University of West Georgia	478.14	260.00	eRate (by level)
University of Georgia: General Business	847.50	536.00	eRate (by program)
Rio Salado Community College	84.00	84.00 (course fees vary)	By Program Fees
Ivy Tech Community College	126.15	146.15	Tuition + DL Fee + Tech Fee
Oregon State University	191.00	271.00	All fees + DL fee
Arizona State University	868	553 (tech, financial aid)	Reduced fees. Assessed DL fee, Tech Fee, financial Aid
University of Wisconsin	332.22	283.00	Reduced Fees (tuition + course fee + admin fee)
University of Alabama	743.00	330.00	Reduced fees
Kentucky Community and Technical College System	147.00	147.00	Learn by Term (in state or out of state)
Kentucky Community and Technical College System	N/A	334.00 per month	Learn On-Demand (competency) (subscription model)
Southern New Hampshire University College for America (lower division)	N/A	1,250.00 six month	Competency model, flat six month rate
Northern Arizona University Personalized Learning	N/A	2,500.00 six month	Competency Model, flat six month rate
Georgia eCore	N/A	169.00	Shared Across System
Georgia eMajor	N/A	250.00	Shared Across System

Scale. Institutions that re-design a business model to support scale are able to reduce costs significantly. Scale typically includes increasing the number of students by section along with providing a support/coaching model for every 25 additional students. The role of the instructor shifts to 'lead instructor' with responsibility for developing and updating the course, supervising the coaches/support members and overseeing overall course grading. This model has been adapted from the British

Open University Concept that has been in place for many years. Increasing course size can only be accomplished by increasing support personnel (that are academically qualified) to assist in overall course management.

Georgia eRate. The state of Georgia is using an eRate to provide flexibility to its institutions to support fully online students in fully online programs. Georgia is the only system in the U.S. that was identified with a system level model to support the full costs of online learning. The eRate is set for students in fully online programs (not individual courses) to provide a competitive option for receiving an online degree from a Georgia state university or state college. The eRate is the total cost of a distance learning program.

The Georgia eRate is comprised of

BASE TUITION + INSTITUTION FEE + DISTANCE LEARNING FEE = eRate

Each institution sets the eRate with the parameter that it is not less than base tuition and fees or exceeds overall tuition and fees for on campus students. If it extends in either direction, approvals from the Board of Regents must be obtained. eRate tuition lowers the cost of online tuition for students and is one price for either in-state or out-of-state students. The eRate eliminates most fees that are assessed for on campus students but retains the technology fee, financial aid fee and distance learning fee. Institutions can utilize the remainder of the 'institution fee' to support the needs of the campus. There is an institution fee assessment for both face-to-face and online students so this is not unique to online learners.

Institutions set eRate in two ways: (1) by selecting a common eRate across programs or (2) identifying rates per program based on overall program costs. This strategy enables the needed flexibility to assess a rate that covers the cost of the degree recognizing that some degrees do cost more than others. The eRate is also used to support the development and delivery of distance learning programs in the Georgia system.

Each institution has a process for identifying eRate fully online programs, and makes recommendations through its internal campus infrastructure to support the program as a fully online program. The process takes into account the full cost of the degree online. An example of campus process from the University of Georgia includes <https://online.uga.edu/for-faculty/uga-e-rate> . The UGA policy is as follows:

- Programs that are approved for online delivery are given a major code that is different from the code for on-campus degree delivery. Students are assessed the e-rate based on their major code.
- Tuition Assistance Program (TAP) students in an online major will be assessed the e-rate differential above the in-state tuition.

- Students coded in an online major will be assessed the e-rate for any course taken, regardless of course location (online or on campus). Departments may allow a student to take an online course, regardless of whether they are in an online major. However, students will only be assessed the e-rate if they are in an online major.

eRate information is provided annually to the Georgia Board of Regents for inclusion on the University System of Georgia eRates Table
http://www.usg.edu/fiscal_affairs/documents/tuition_and_fees/eTuition_Rates_Financial.pdf.

Specific language to support eRate in Georgia from the BOR policy manual (<http://www.usg.edu/policymanual/section7/C453/>) is as follows:

7.3.1.4 Tuition for Distance Learning Courses and Programs

Institutions may charge special tuition rates for distance education courses and programs. For the purposes of this policy, distance learning courses and programs shall be defined as those courses and programs in which 95% or more of class contact time is delivered by a distance technology.

If the rate is either less than the institution's in-state tuition rate or greater than its out-of-state rate, Board approval is required.

Institutions shall report annually to the USG chief fiscal officer on all tuition rates charged for distance learning courses and programs.

Notwithstanding other provisions in Sections 7.3 of this Policy Manual, rates shall apply to all students regardless of residency status.

All fees + Distance Learning Fee. Many states have the authority to assess a distance learning fee to support the additional costs of distance learning. Across the U.S. there are several examples of institutions that assess the complete complement of tuition and fees and add the distance learning fee for all students taking online courses. In this model, there is no distinction between students taking a mix of online courses and some face-to-face courses or taking complete programs online. Any online course is assessed a distance learning fee.

Although the solution seems simple, the mixture of students taking some online courses and some face-to-face courses complicates a recommendation. Students that are campus residents do use health services, participate in campus activities, use campus facilities and attend athletic events even when taking a supplemental online

course or two to round out their schedule. Institutions have had a difficult time reducing other fee buckets simply because many students are using campus services while taking courses online.

Reduced Fees. Some institutions have reduced fees for fully online students in fully online programs. This distinction should be noted because students in fully online programs are less likely to participate in campus activities and use campus services and facilities. Some institutions, like Arizona State University, University of Alabama and University of Wisconsin have opted to reduce fees for fully online students in fully online programs. In Florida, UF Online assesses four fees and FIU also reduces its fees for fully online degree program students assessing the tuition differential, financial aid and distance learning fee. UF Online is heavily subsidized to support online education and does account at least in part for its flexibility. Both FIU and UF Online have established a 'vertical' to support its online only students in fully online degrees. The vertical at UF is called "UF Online" and has a model built exclusively around the fully online learner taking UF Online bachelor's degree programs. FIU has developed FIU Online 2.0, a similar vertical that has built its model around the fully online student that does not take campus-based courses. The student has a specific pathway through the program, has excellent support and coaching and does not use the campus-based activities and services. These models, along with others in the U.S. that segment the fully online learner should be followed as a possible strategy to distinguish among the types of distance learners on a campus.

It should be noted that students taking some online courses and some face-to-face are required to pay all tuition+ fees + the distance learning fee. Finally, if students in fully online programs wish to receive additional benefits of the institution, there is the option for them to pay additional fees. For example, the University of Alabama student may purchase the Activity/Recreation/Athletic privileges for \$349.00/semester, and/or the Health Center services for \$140.00/semester. Similar opportunities exist at other institutions.

Subscription Pricing/Flat Six Month Rate. Subscription pricing has the potential to reduce overall tuition and fees if a student chooses to move more quickly through a program of study. The Kentucky Community and Technical College System offers a monthly pricing model for students moving through competency-based education programs to encourage acceleration to completion. College for America and the Northern Arizona Personalized Instruction model promotes a six month flat fee for competency-based programs.

The competency-based education model is a promising strategy to support some degree programs as it changes the business model significantly, encouraging students to work more flexibly through modules and courses. A significant support infrastructure is placed around the competency model to maintain academic quality and persistence to degree. Infrastructure and Technology change a bit to support increased start dates and variable finish dates.

Georgia eCore. Georgia has been operating a core set of general studies courses for 15 years and has refined the process to the point that it is a significant cost savings for the student at a rate of \$169 per credit hour. Students select general studies online courses among a set of 14 affiliate institutions. eCore <https://ecore.usg.edu/prospective/> is led by the Georgia Board of Regents and engages its affiliate institutions for development, maintenance and instructional delivery of the courses. The cost savings come through non-duplication, shared efforts among faculty to build high quality courses and instructional delivery by faculty from affiliate institutions usually on an overload basis. It is a different business model that does not require full institutional infrastructure and costs to support the program. Revenue from courses is shared among affiliate institutions and the institution that was selected to lead the affiliate program. Revenue earned is used to pay the lead institution costs, faculty costs, additional course development costs, marketing and ongoing maintenance. It is operated on a cost recovery basis. It should be noted this is an opt-in model for institutions to become affiliates and participate in eCore. It is not a requirement of the full system.

Georgia eMajor. Georgia also manages an eMajor program <https://emajor.usg.edu>. Affiliate institutions work collaboratively to develop full bachelor's and master's degree programs by co-development and sharing faculty across the affiliates. The eMajor program also provides an avenue to offer Prior Learning Assessment to students to assist in reducing the time to degree. Currently, undergraduate eMajor programs include Bachelor's in Office Administration and Technology, Organizational Leadership and Legal Assistant Studies with four affiliate institutional partners. At graduate, there are eMajor programs as well.

Recommendations for Complete Florida

Since Complete Florida has an established team of partner institutions, with more institutions wishing to join, it is recommended that we move forward in three areas to support a differentiated tuition and fee model expressly for Complete Florida. To get to the three recommendations provided, a study of tuition and fees at public Complete Florida institutions was done to determine specifically which fees were assessed to the fully online student to better understand the total cost of education for a fully online Complete Florida student. Appendix D represents an institution-by-institution analysis.

Complete Florida Rate

It is a recommended first step for Complete Florida to reduce fees not applicable to the fully online student and establish a Complete Florida "eRate" using the Georgia model that takes into account base tuition + institutional fee + distance learning differential/fee. Because Complete Florida Partner Institutions are a mix of state colleges and state universities (in addition to private institutions), it is not possible

to set a single RATE for Complete Florida programs. To build equity across the institutions, it is suggested that a Complete Florida rate be calculated by each participating Complete Florida institution with similar parameters set forth in Georgia as follows:

For the purposes of Complete Florida, distance learning courses and programs [in Complete Florida] shall be defined as those courses and programs in which 100% of contact time is delivered by a distance technology and aligned to the requirements of Complete Florida for high demand program areas where there are jobs in Florida.

Complete Florida partner institutions can set a rate that includes base tuition + an institutional/program fee (that would include tuition differential and financial aid fee and any needed supplemental fee to deliver the program) + distance learning fee to support the total cost of delivering a fully online program through Complete Florida.

If the rate is either less than the institution's in-state tuition rate or greater than its out-of-state rate, Chancellors approval is required.

Institutions shall report annually to the Board of Governors and Florida College System chief financial officer on all tuition rates charged for Complete Florida courses and programs.

Fixed Cost, Competency-Based Program

A promising model will be to take next steps toward flat fixed rates for competency-based education (that will work in some Complete Florida programs but cannot be considered a total solution). Competency-based programs require a unique set of cost components as the role of the instructor and support staff is very different. Complete Florida funding pays the cost of the development of a competency-based program so the overall calculation of tuition and fees should not take into account overall course development costs. It is recommended that a fixed cost be set for competency-based programs in line with other states and programs (Northern Arizona and College for America). Existing authority for block tuition could be modified to create a Complete Florida Competency Rate for part-time students that allow students to take as many courses as possible for the fixed amount. Northern Arizona assesses \$2,500 per six months, flat rate. This strategy has the potential to reduce costs for students selecting this option.

Complete Florida Shared Programs

In a similar format to eCore and eMajor in Georgia, it is recommended that Complete Florida build a **Complete Florida Shared Program** (in a high demand area) among Complete Florida partner institutions. Using a cost recovery model, there is a potential to create efficiencies while building high quality courses and programs. Georgia's eCore's rate has a reduced cost per credit hour with the amount funding the institution offering the course, the lead institution and a small split among 'affiliate institutions' to continue to support the ongoing development and maintenance of the programs. Additionally, in the Complete Florida Shared Program(s), parameters will be set to use open educational resources, not have an additional textbook and use Prior Learning Assessment to provide adult learners with the most opportunity to accelerate forward recognizing what knowledge, skills and abilities an adult learner brings back to the college experience.

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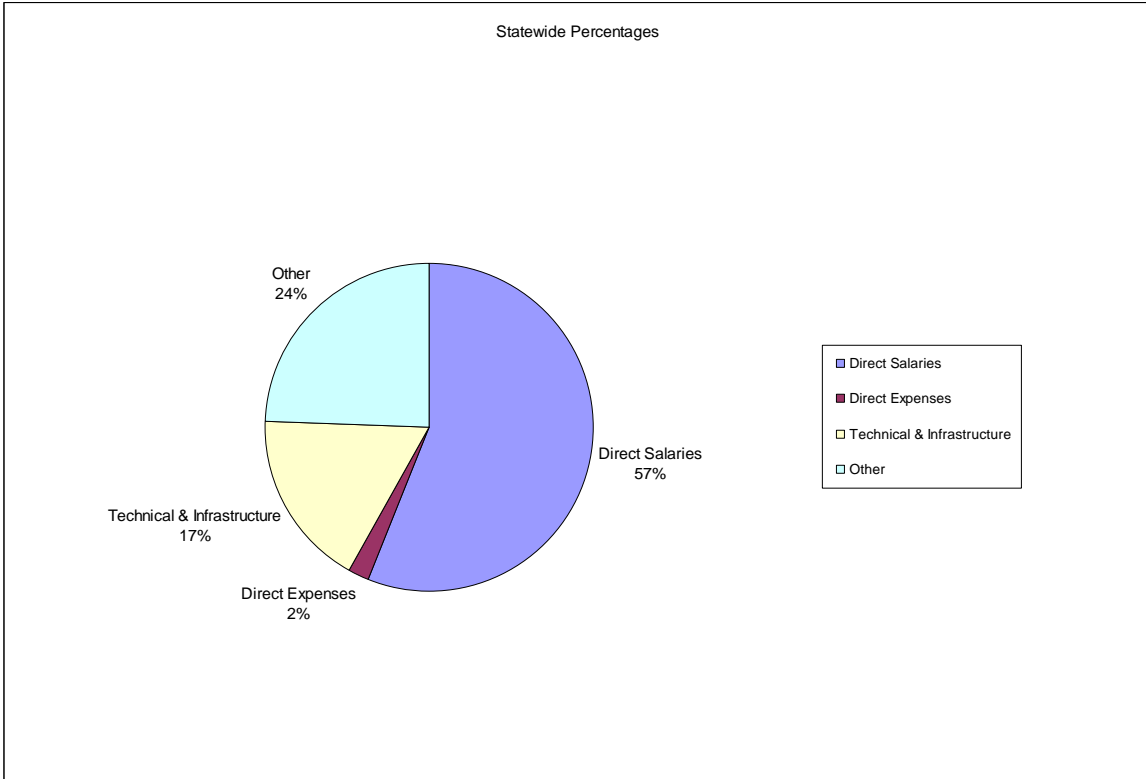
Appendix A
Complete Florida Institutional Distance Learning Fee Analysis

**COMPLETE FLORIDA DEGREE INITIATIVE
DISTANCE LEARNING COURSE USER FEE REPORT**

Fiscal Year 2013-2014

	IRSC	FSCJ	SPC	UCF	UWF	FIU	FGCU	Barry	PBA	Hodges	St Thomas
Total Distance Learning Fee Revenue	\$353,885	\$2,470,695	\$3,154,082	\$7,553,260	\$1,221,180	\$13,948,216	\$0	\$0	\$0	\$0	\$0
<u>DISTANCE LEARNING COURSE EXPENDITURES</u>											
<u>010000 Salaries and Benefits</u>	\$353,885	\$1,701,860	\$2,069,797	\$4,216,223	\$930,669	\$5,474,174	\$443,850				
<u>030000 Other Personal Services</u>			\$0	\$374,285	\$1,108,296	\$723,152	\$54,240				
<u>040000 Expenses</u>											
131300 Consulting			\$21,108	\$8,395	\$0	\$70,357	\$4,732				
132700 Information Technology				\$2,289,617	\$76,686	\$37,165	\$7,400				
133400 Promotional Advertising					\$0	\$30,104	\$0				
221000 Telephone					\$110	\$132,582	\$0				
227000 Freight					\$4,227	\$1,751	\$0				
230000 Internal/External Printing - Photos, slides, copy					\$149	\$5,896	\$0				
241000 Repairs and Maintenance			\$68,104		\$215	\$50,682	\$0				
242000 Repairs and Maintenance- Contracted Services			\$62,785		\$732		\$0				
261000 Travel - In State - Other			\$13,431		\$18,950	\$81,734	\$28,000				
262000 Travel Out of State			\$6,794	\$8,781	\$5,789	\$45,575	\$0				
263000 Travel Out of State - Foreign					\$13,399	\$347	\$0				
320000 Building and Construction Materials				\$44,716	\$0	\$1,927	\$0				
341000 Educational			\$25,183		\$0	\$4,214	\$0				
380000 Office Supplies Consumable			\$13,980		\$1,088	\$18,692	\$0				
391000 Information Technology Supplies			\$7,850	\$83,529	\$2,109	\$21,266	\$0				
393000 Application Software (Licenses)			\$611,524	\$732,707	\$558	\$756,105	\$141,506				
399000 Other Materials and Supplies		\$768,835	\$115,802		\$132,943	\$8,421	\$0				
419000 Other Insurance					\$205	\$1,413	\$0				
434000 Rented or Leased Space					\$498	\$233,960	\$0				
492000 Subscriptions					\$0	\$9,319	\$1,750				
493000 Dues and Memberships					\$0	\$761	\$12,500				
499000 Other Current Charges and Obligations				\$213,500	\$6,795	\$6,026,597	\$0				
512000 Furniture and Equipment			\$194,123		\$5,948	\$68,877	\$0				
<u>060000 Operating Capital Outlay</u>											
512000 Furniture and Equipment					\$6,088		\$0				
516000 Information Technology Equipment				\$95,291			\$0				
SUB-TOTAL EXPENSES	\$0	\$768,835	\$1,140,682	\$3,476,536	\$276,486	\$7,607,745	\$195,888	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$353,885	\$2,470,695	\$3,210,479	\$8,067,044	\$2,315,450	\$13,805,071	\$693,978	\$0	\$0	\$0	\$0
TOTAL REVENUE LESS TOTAL EXPENDITURES	\$0	\$0	(\$56,397)	(\$513,784)	(\$1,094,270)	\$143,145	(\$693,978)	\$0	\$0	\$0	\$0
DL FEE By SCH	5	15	14.5	18	15	53.33	0				

Appendix B
Direct Cost Tables by Public Institution



Distance Learning Fee Revenue \$ 25,909,346.06

SUB-TOTAL EXPENSES \$ 13,297,365.65

TOTAL EXPENDITURES \$ 32,148,019.08

TOTAL REVENUE LESS TOTAL EXPENDITURES \$ (3,084,700.60)

Direct Salaries	\$ 18,081,818.03
Direct Expenses	\$ 595,844.56
Technical & Infrastructure	\$ 5,605,191.34
Other	\$ 7,865,165.15
	\$ 32,148,019.08

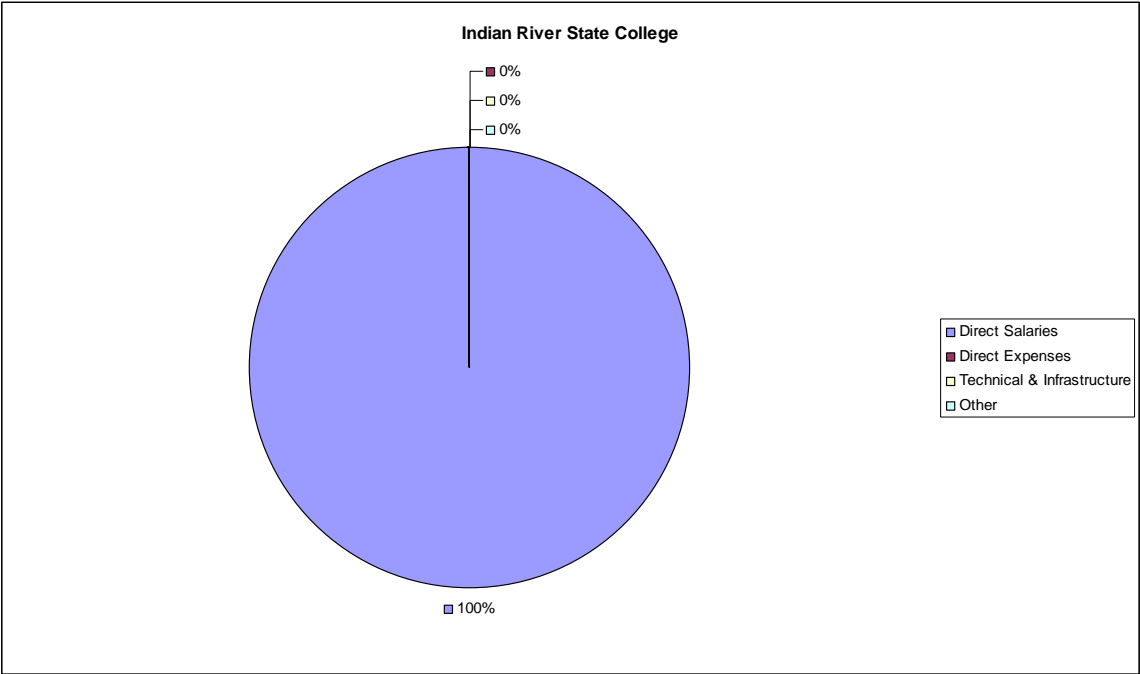
Statewide Percentages

Direct Salaries	56
Direct Expenses	2
Technical & Infrastructure	17
Other	24

Indian River

Direct Salaries
Direct Expenses
Technical & Infrastructure
Other

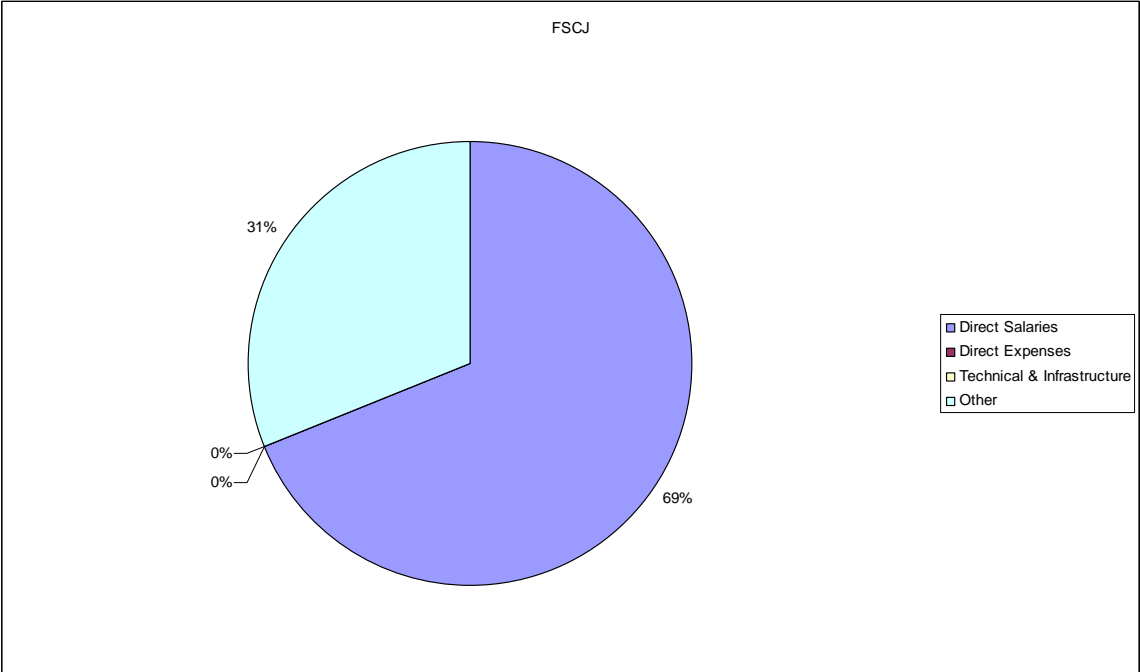
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FSCJ

Direct Salaries	69
Direct Expenses	0
Technical & Infrastructure	0
Other	31

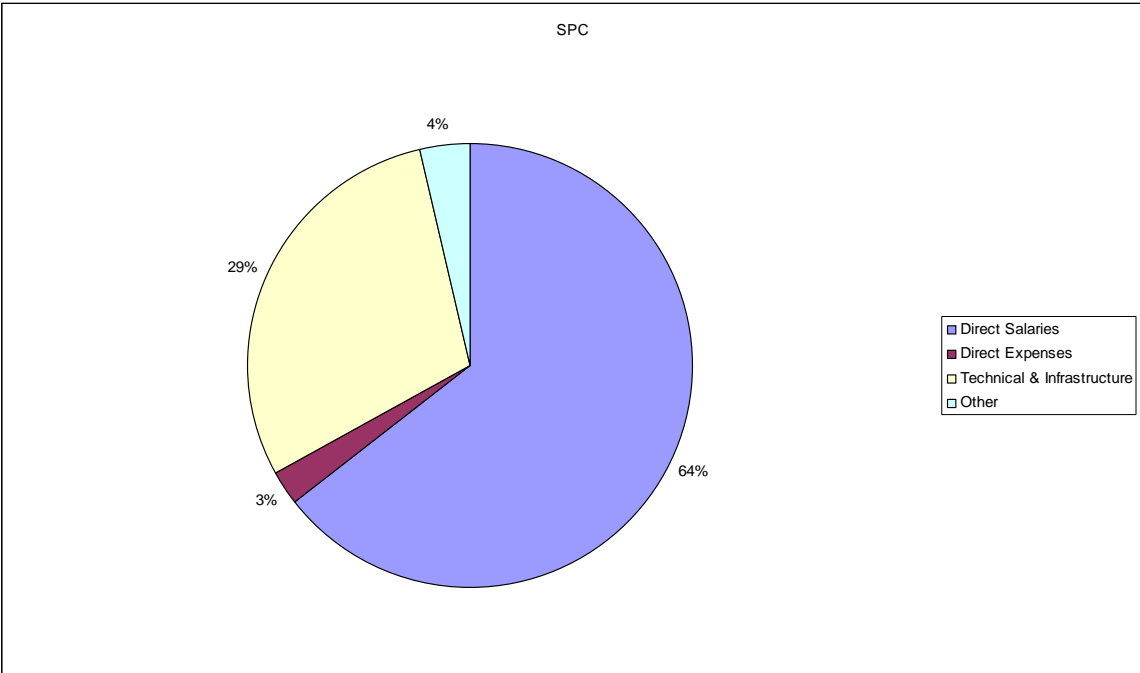
Direct Salaries	\$ 1,701,859.60
Direct Expenses	0.00
Technical & Infrastructure	0.00
Other	768,835.40



SPC

Direct Salaries	64
Direct Expenses	3
Technical & Infrastructure	29
Other	4

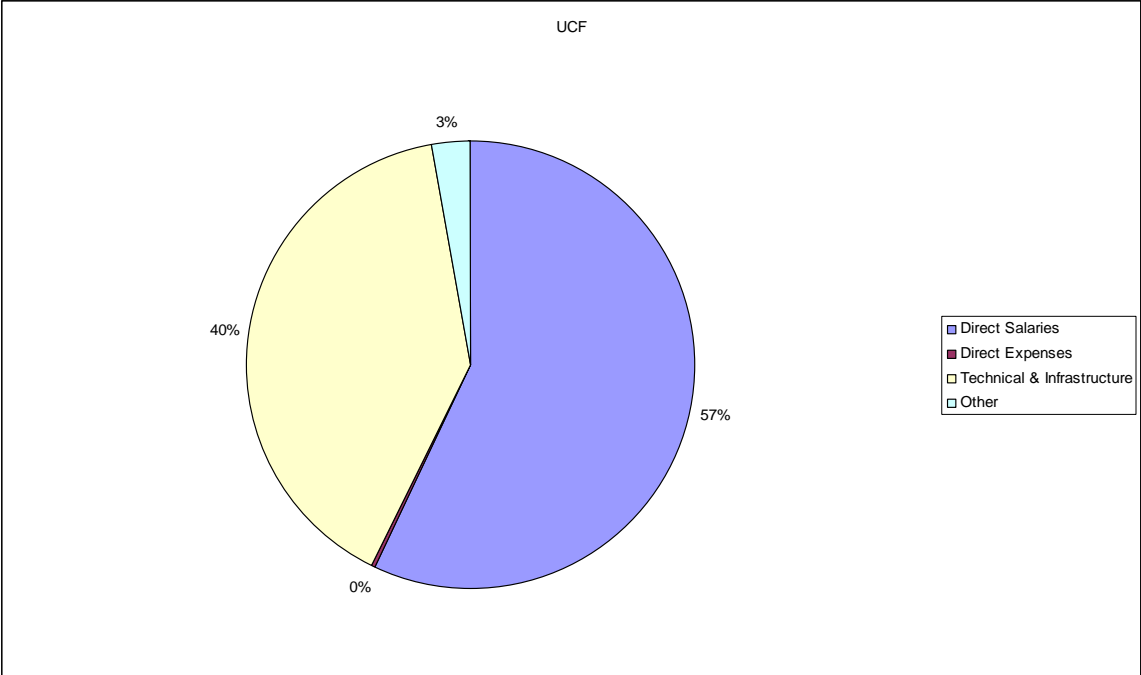
Direct Salaries	\$ 2,069,796.91
Direct Expenses	80,495.19
Technical & Infrastructure	944,385.30
Other	115,801.97



UCF

Direct Salaries	57
Direct Expenses	0
Technical & Infrastructure	40
Other	3

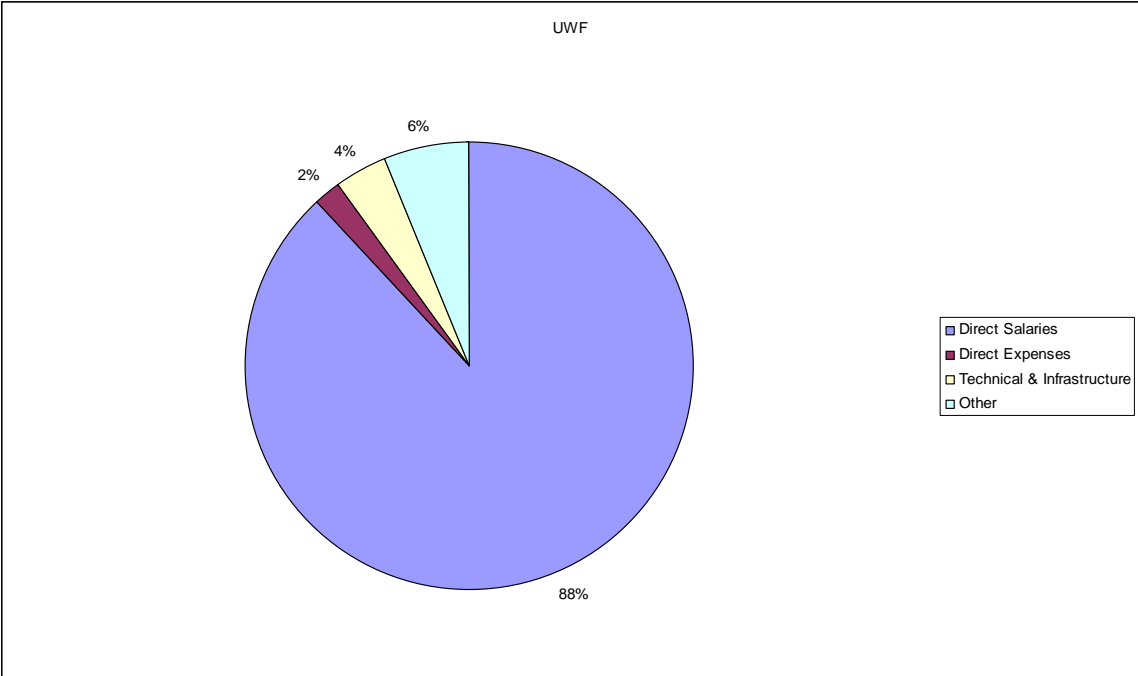
Direct Salaries	\$ 4,590,508.17
Direct Expenses	17,176.46
Technical & Infrastructure	3,245,859.60
Other	213,500.00



UWF

Direct Salaries	88
Direct Expenses	2
Technical & Infrastructure	4
Other	6

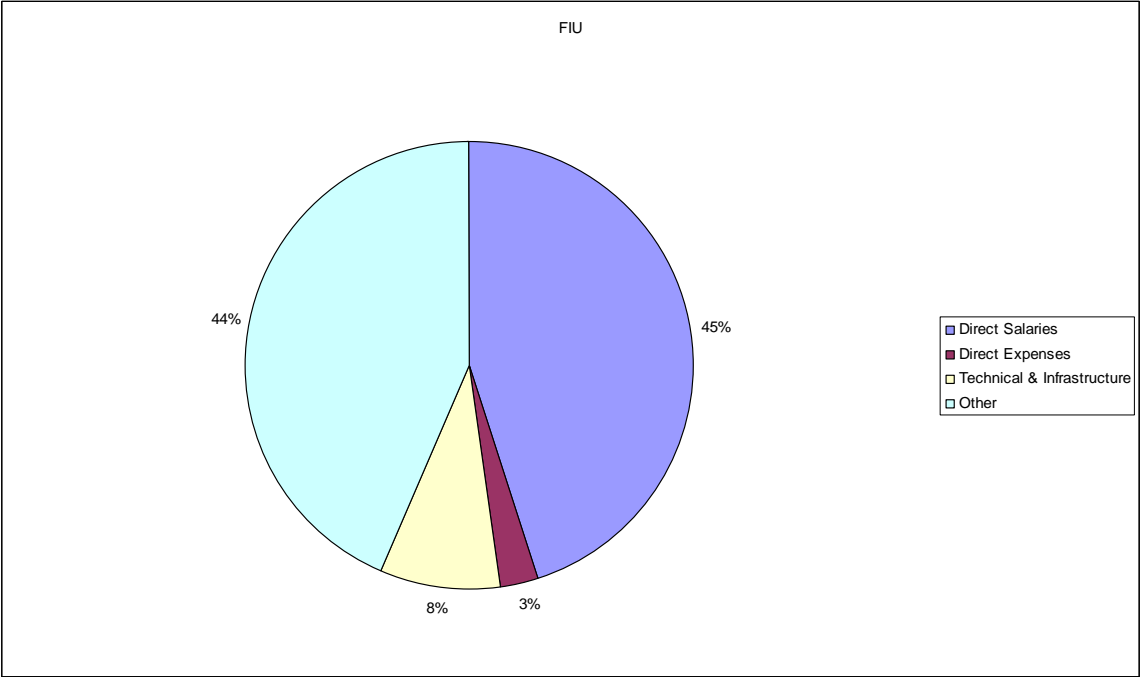
Direct Salaries	\$ 2,038,964.41
Direct Expenses	43,916.01
Technical & Infrastructure	92,831.80
Other	139,737.73



FIU

Direct Salaries	45
Direct Expenses	3
Technical & Infrastructure	8
Other	44

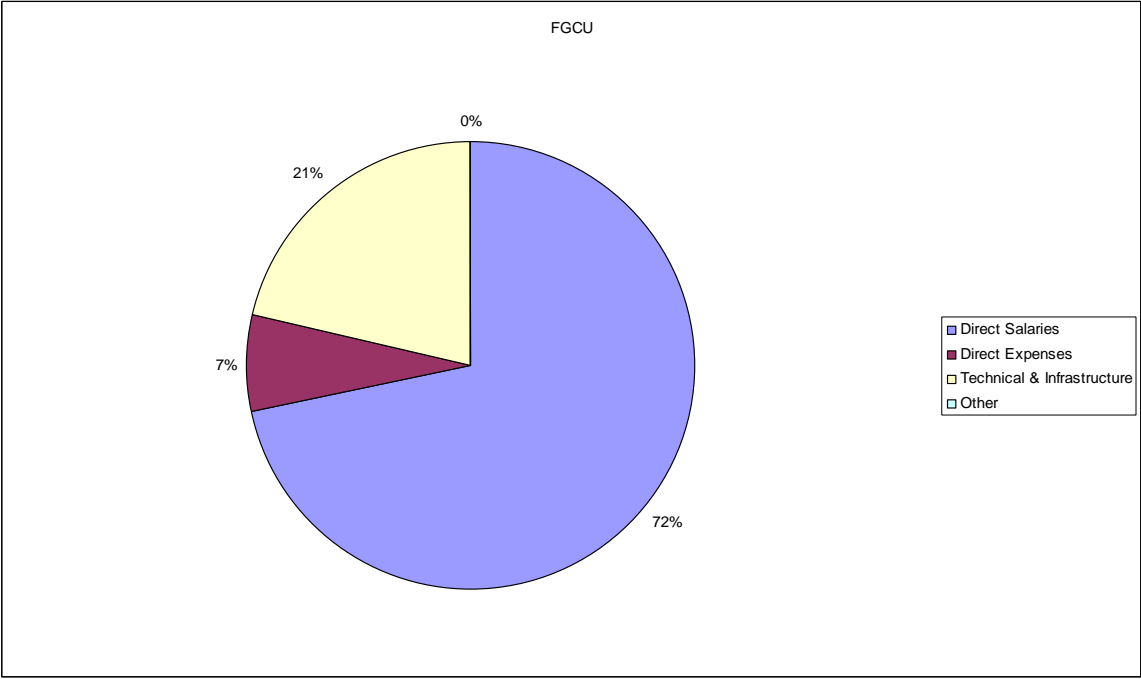
Direct Salaries	\$ 6,197,326.04
Direct Expenses	402,745.00
Technical & Infrastructure	1,169,982.00
Other	6,035,018.00



FGCU

Direct Salaries	72
Direct Expenses	7
Technical & Infrastructure	21
Other	0

Direct Salaries	\$ 498,090.00
Direct Expenses	46,982.00
Technical & Infrastructure	148,906.00
Other	0.00



Appendix C
Complete Florida Institutions Testing the Models

First Steps Among Complete Florida Institutions

National examples provide compelling evidence of how a system can come together to build efficiencies while still supporting high quality education. At Complete Florida institutions, many innovative strategies are being tested to support reduced costs to students, including competency-based education, prior learning assessment MOOCs and compressed fees for fully online programs.

Competency Based Education

At Complete Florida institutions, there will be nine competency-based programs around the area of Information Technology by Fall 2015. These programs align to significant workforce demands and are a good fit for competency. **Hodges University** has created 7 competency-based A.S. and B.S. programs. **Florida State College at Jacksonville** and **University of West Florida** will each roll out one program in 2015. Competency-based education is a highly effective strategy, but not a single strategy for Florida. It is complex to implement with required changes to the institutional infrastructure, changes to the way instruction is delivered and potential changes to the way students are supported.

Current and upcoming Complete Florida competency-based programs include:

1. Computer Information Technology (Hodges, AS)
2. Digital Design and Graphics (Hodges, AS)
3. Computer Information Technology (Hodges, BS)
4. Computer Networking (Hodges, BS)
5. Cybersecurity and Forensics (Hodges, BS)
6. Digital Design and Graphics (Hodges, BS)
7. Software Development (Hodges, BS)
8. Information Technology (Florida State College at Jacksonville, Planned launch, 2015)
9. Information Technology: Network Operations, (University of West Florida, BS, Planned launch, Fall 2015)

Prior Learning Assessment

(This section is taken from a report produced by Nate Johnson, Leonard Reidy and Karen Rasmussen for a Lumina Foundation report on Prior Learning Assessment. The full report is available upon request).

“Prior Learning Assessment” (PLA) is the term used to describe a variety of ways that college students can get credit toward their degree for what they already know, without having to enroll in a course. When used appropriately—for students who have both the ability and the desire to use prior experience to bypass certain course requirements—PLA can be a core policy tool for institutions and states to increase their capacity and serve students more efficiently and effectively (Johnson & Reidy, 2014, p 1).

Florida has one of the more comprehensive statewide policies that ensure the consistent use of exam-based credit across different institutions and sectors in the state. Features of Florida’s policy, described in detail in the “Articulation Coordinating Committee Credit-by-Exam Equivalencies 2012 Update” include:

- 217 different tests or subtests
- Multiple exam types ²
 - College-Level Examination Program (CLEP-College Board)
 - DSST Exams (U.S. military origin, but open to all) ²
 - Excelsior College Exams ²
 - Advanced Placement (High School) ²
 - International Baccalaureate (High School) ²
 - Advanced International Certificate of Education (High School—UK origin)
- Review of each exam by Florida postsecondary faculty discipline-based committees
- Standard course and credit equivalencies for each course, using the Statewide ²Course Numbering System, based on faculty recommendations
- Required acceptance and transfer of credit awarded across participating ²institutions ²

Complete Florida institutions participating in Prior Learning Assessment include **Barry University** and **St. Thomas University**. Other institutions in Florida are participating in Portfolio Assessments and other Transcript Reviews to assist students in reducing the overall number of courses students are required to complete for a degree.

The Portfolio Experience at Barry University/PACE. Barry University’s School of Professional and Career Education (PACE) has been validating experiential learning since the mid-1970s. PACE is among thousands of colleges and universities that recognize learning from experience as a vital component of an undergraduate degree program for adult learners. The portfolio program allows students to translate their real-life learning into college credit. They may earn up to 30 credits that can be used in General Electives and certain majors’ additional requirements. At PACE students who develop a portfolio must be able to document a minimum of five years of fulltime professional work experience and/or community service. The process begins with PACE’s recruiters who introduce prospective students to the many benefits of developing a portfolio not the least of which are saving time and money toward degree completion. Once students are enrolled they directed to the online portfolio orientation at www.barry.edu/pace. Interested students then attend a three-hour portfolio seminar that fully explains the portfolio development process. At the seminar students receive a set of instructional modules and a sample portfolio. Most important they work with their academic advisor who reviews each section of their portfolio before signing off on it. There is an online version of the

portfolio seminar in Moodle in which students receive the same support during the portfolio development process as in the face-to-face seminar.

An example of how portfolio credits can save students time and money can be summarized as follows: The portfolio administrative fee is \$1850 (cost of four credits at PACE). If a student earns 15 portfolio credits the cost of tuition is reduced by nearly \$5,000. If a student earns 30 portfolio credits the cost of tuition is reduced by nearly \$10,000. Over 65% of PACE students, on average, earn between 21 and 30 portfolio credits.

PACE is proud of its 40-year history validating adult learners' learning from experience. Its portfolio program recognizes that learning is life-long and life-wide taking place in many ways and venues. Most important, the program is faculty-driven through the six-member portfolio committee that evaluates students' learning and awards credits through a peer review process. National standards through the American Council on Education and the Council for Adult and Experiential Learning guide the process as does SACS standards.

St Thomas University. The Life Experience Portfolio at St. Thomas University offers adult learners the opportunity to obtain college-level credits derived from experience and knowledge acquired outside of the regular classroom. Adult learners must complete the POR 300 "Adult Development and Life Assessment" course as well as the different sections of the portfolio before a maximum of 27 credits are awarded through evaluation of the portfolio by members of the St. Thomas University faculty. All credits achieved through this process will be recorded on the official transcript with a grade of "P" (pass).

Here is the link to the portfolio section of the St. Thomas University website:
<http://www.stu.edu/leadership/Undergraduate/ProfessionalStudiesUndergraduatePrograms/CreditforLifeExperience/tabid/1781/Default.aspx>

Potential Savings for Adult Learners Through Prior Learning Assessment

Prior Learning Assessment, or Credit by Non-Traditional Means, is a common policy among all institutions that is used to reduce both cost to students and time to degree. PLA is most commonly used by First Time in College (FTIC) students and this process is systemized into the freshman admission and enrollment process. The most used application of PLA involves standardized tests that are used to demonstrate performance. These standardized tests include:

- CLEP (College-Level Examination Program)
- DSST Exams (U.S. military, but available broadly)
- Excelsior College Exams
- Advanced Placement (High School)
- International Baccalaureate (High School)

- Advanced International Certificate of Education (High School-UK origin)

In Florida equivalencies available for these examinations are described in the “Articulation Coordinating Committee Credit-by-Exam Equivalencies.”

For the typical traditional student who graduates from a Florida public high school, students can directly save tuition costs for credits earned in a non-traditional fashion. For example, a student who brings in 15 hours through testing as part of the high school experience could save up to \$3,030 in tuition when factoring in an average cost of \$505 for a 3-credit SUS course (Johnson & Reidy, 2014). Further, the awarding of 15 hours of college credit can save the student time in degree completion by a semester, reducing associated costs of housing and living expenses – and, at the same time, allow them to enter the workforce earlier.

For returning adult learners, the same examinations, along with associated cost and time savings, are available. In addition, individual institutions have policies that outline how students can earn credit through strategies such as Credit by Examination, Portfolio/Experiential Learning, Challenge Examinations, etc. Although the implementation policies differ between institutions, the intent of the policies are to help students take advantage of experiences that they have in the military, workforce, or in other settings in the earning of college credit.

How much PLA is awarded systemwide is difficult to determine. Although there is a data element associated with standardized tests, there are no easy ways to track credit, for example, awarded for Challenge Examinations as the credit earned appears on student transcripts as the course identifier in the majority of the institutions.

For the Complete Florida partners, the amount of PLA permitted is consistent with accreditation rules and regulations. Students with a great deal of experience in areas that align to a particular program of study can take great advantage of PLA. However, the actual request to use PLA comes from the student who may not be aware of the possibilities, opportunities, and consequences. In addition, PLA implementation varies widely across institutions and, within the institutions, varies widely across departments.

Institution	Type of PLA Available	Maximum Amount Accepted
Barry University https://www.barry.edu/future-students/undergraduate/admissions/admissions-process.html http://www.barry.edu/includes/docs/ace/current-students/elp_ori1-2-6-12pdf.pdf	AP/IB/CLEP/DTTS/CAPE/GCE A Level Comprehensive exams may be taken for credit upon student request. Experiential Learning Portfolio may be submitted for evaluation.	Up to 90 Credits
Florida Gulf Coast University	AP/IB	Up to 45 semester hours

Institution	Type of PLA Available	Maximum Amount Accepted
http://www.fgcu.edu/Catalog/uadmissionsdetail.asp?FMID=Undergraduate+Admissions&page=6 .	/CLEP/DSST/ECE/AICE Departments may offer exams for credit upon request.	of AP, CLEP, AICE, IB. Credit by examination, ACE credit and DSST credit may be awarded in addition.
Florida International University https://ugrad.fiu.edu/transfer/Pages/CreditByExams.aspx	AP/IB /CLEP/DSST/ECE/AICE/ CAPE/GCEA-Levels	Up to 45 semester hours of exam credit
Florida State College at Jacksonville http://www.fscj.edu/mydegree/accelerated-college/credit/assessment.php	AP/IB/CLEP/DSST/ECE Credit by challenge exam or assessment of competency may be requested from institutional Department(s). SLS 1371, Portfolio Development for Prior Learning.	Up to 75% of degree credit.
Hodges University https://webadvisor.hodges.edu/aa_pdfs/cur_catalog.pdf Page 18	AP/IB/CLEP/DSST Credit may be awarded through challenge exams or validation of life learning by a professional evaluation agency .	Up to 25% of required degree credits.
Indian River State College http://irsc.smartcatalogiq.com/en/Current/Catalog/Programs-of-Instruction/Vocational-Preparatory-Instruction	AP/IB/CLEP/DSST/ECE Departments may offer exams for credit upon request.	Up to 45 semester hours
Palm Beach Atlantic University http://catalog.pba.edu/content.php?catoid=4&navoid=110&hl=prior+learning&returnto=search	AP/IB/CLEP/DSST/ AICE/ECE/UExcel	
St. Petersburg College http://www.spcollege.edu/makeitcount/	AP/IB/CLEP/DSST/AICE/ECE Industry certifications and evaluation of military transcripts. Experiential Learning Program	Up to 45 credits from exams.
St. Thomas University http://www.stu.edu/Academics/AcademicEnhancementCenter/tabid/150/Default.aspx	CLEP/DSST Adult Development and Life Assessment course	Up to 27 credits for Portfolio Evaluation
University of Central Florida http://catalog.ucf.edu/policies/accelerated-educational-opportunities	AP/IB/CLEP/DSST/ECE/UExcel Departments may offer exams for credit upon request.	Up to 45 credit hours
University of West Florida http://uwf.edu/registrar/credexam.cfm	AP/IB/CLEP/DSST/ECE/AICE	Up to 60 semester hours total < 20 upper division

Institution	Type of PLA Available	Maximum Amount Accepted
	30 semester hours by exam maximum Departments may offer exams for credit upon request.	< 6 pass/fail credit

Use of MOOCs

MOOCs gained significant national and international attention two years ago as they were heralded as the solution to higher education's cost issues. Regrettably, MOOCs have yet to live up to their full potential, as only approximately 10% of all students who begin a MOOC will complete. However, there are situations where the use of MOOCs plays a significant role in the success of students. In Florida, the use of MOOCs for developmental education is enabling students with developmental needs to get what is necessary from the MOOC to better prepare for the back to college experience. **St. Petersburg College** has been leading the way with great success with developmental MOOCs on demand.

St. Petersburg College MOOCs. In 2012, St. Petersburg College began development on the first Massive Open Online Course (MOOC) for developmental education. SPC's self-paced MOOCs are intended as review for students who may be preparing to take college level courses or the college placement test. The three developmental MOOCs address all topics covered in college prep Math, Reading and Writing courses. The first developmental MOOC, Get Ready for College Math, was launched in March 2013. MOOCs for Writing and Reading followed in the fall of 2013. In April of 2014 a review MOOC for Statistics was launched to assist students who need to brush up on concepts learned in college Statistics courses in order to succeed in courses where knowledge of statistics is a basis for new materials and projects. MOOC development was done by teams of credentialed faculty with extensive experience teaching in the subject areas, and an Instructional Design Specialist.

Each MOOC is divided into six modules and includes assessments to help participants determine which modules participants might need to complete. Instructional videos are included for each topic within a module, with practice activities and post-assessments. Modules may be taken in any order, and participants choose which modules to take. Successful completion of a module earns a badge for the participant, and a printable certificate is generated when a participant completes all of the modules in a given MOOC.

The MOOCs are open to anyone, anywhere and are free of cost. Registration is accomplished via completion of a simple form. The participant is enrolled instantly upon submission of the form. Developmental MOOC information and the registration link are at www.spcollege.edu/ready/ and the Statistics MOOC registration is at www.spcollege.edu/on-demand/.

Participant Numbers through October 13, 2014

- Get Ready For College Math 8,377
- Get Ready For College Writing 1,422
- Get Ready For College Reading 689
- Statistics On-Demand 227

Compression of Fees for Fully Online Students

Some institutions have compressed fees for fully online students. With Complete Florida institutions, **Florida International University 2.0** has established a ‘vertical’ for fully online degree program students and maintains a specific set of criteria, specific costs, specific fees and student responsibilities for FIU Online students (see Table 3). Specifically FIU 2.0 fully online degree program students are assessed the *differential fee*, *financial aid* and the *distance learning fee*. Other students are allowed to take online courses to increase access (with all tuition + fee assessments in place), but policy and practice has been placed within **FIU Online** making it easier to discuss the FIU Online student and to provide specific services and support to students who are participating in fully online programs. Barry University operates online learning through its Professional and Career Education group that focuses on non-traditional students, again making it easier to ascertain who is participating online and assesses a fee for exclusively those students. It should also be noted that **Florida Gulf Coast University**, **Hodges University** and **St. Thomas University** do not assess a distance learning fee.

Florida International University's Differentiated Approach for Fully Online Students

	1.0		2.0	
	Students that are admitted in a face to face program that are enrolled in online courses		Students admitted in a fully online program	
Student Tuition and Fees				
<i>Per Credit Hour:</i>	Resident Charge	Non-Resident Charge	Resident Charge	Non Resident Charge
<i>Tuition</i>	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
<i>Tuition Differential</i>	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
<i>Out of State Fee</i>	\$ -	\$ 393.62	\$ -	\$ 111.49
<i>Financial Aid</i>	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
<i>Out of State Financial Aid</i>	\$ -	\$ 19.68	\$ -	\$ 5.57
<i>CITF</i>	\$ 6.76	\$ 6.76	\$ -	\$ -
<i>A&S</i>	\$ 12.87	\$ 12.87	\$ -	\$ -
<i>Athletic</i>	\$ 16.10	\$ 16.10	\$ -	\$ -
<i>Technology</i>	\$ 5.25	\$ 5.25	\$ -	\$ -
<i>Total Tuition and associated fees</i>	\$ 203.59	\$ 616.89	\$ 162.61	\$ 279.67
<i>Distance Learning Fee</i> <i>(\$160 per 3 credit course)</i>	\$ 53.33	\$ 53.33	\$ 53.33	\$ 53.33
<i>Total per credit</i>	\$ 256.92	\$ 670.22	\$ 215.94	\$ 333.00
<i>Total for a 3 credit course</i>	\$ 770.76	\$ 2,010.66	\$ 647.82	\$ 999.00
<i>Semester¹:</i>				
<i>Health</i>	\$ 93.69	\$ 93.69	\$ -	\$ -
<i>Athletic</i>	\$ 10.00	\$ 10.00	\$ -	\$ -
<i>Parking (Fall & Spring)</i>	\$ 90.55	\$ 90.55	\$ -	\$ -
<i>Parking (Summer)</i>	\$ 84.44	\$ 84.44	\$ -	\$ -
<i>Annual:</i>				
<i>Photo ID</i>	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00

Appendix D
Distance Learning Tuition and Fees by Public Institution

**FLORIDA GULF COAST UNIVERSITY
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

Per Credit Hour (Fee Type)	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38	\$ 36.38
Out-of-State Fee		\$ 602.83		\$ 602.83		\$ 602.83		\$ 602.83
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 30.21		\$ 30.21		\$ 30.21		\$ 30.21
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service Athletic	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50	\$ 11.50
Health	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54	\$ 17.54
Transportation	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24	\$ 9.24
Green Fee	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70	\$ 8.70
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Total Tuition and Associated Fees	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73
Distance Learning Fee*								
<i>Total Per Credit Hour</i>	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73	\$ 205.69	\$ 838.73
<i>Total for a 3-Credit Course</i>	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19	\$ 617.07	\$ 2,516.19
Semester (block fees)								
Health Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

*Source: 2014-2015 SUS Tuition and Fee Survey

Florida Gulf Coast University does not charge a distance learning fee to online distance learning students.

**FLORIDA INTERNATIONAL UNIVERSITY
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

Per Credit Hour (Fee Type)	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29	\$ 52.29
Out-of-State Fee		\$ 393.62		\$ 393.62		\$ 111.49		\$ 111.49
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 19.68		\$ 19.68		\$ 5.57		\$ 5.57
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	N/A	N/A	N/A	N/A
Activity and Service Athletic	\$ 12.87	\$ 12.87	\$ 12.87	\$ 12.87	N/A	N/A	N/A	N/A
Health Transportation	\$ 16.10	\$ 16.10	\$ 16.10	\$ 16.10	N/A	N/A	N/A	N/A
Green Fee								
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	N/A	N/A	N/A	N/A
Total Tuition and Associated Fees	\$ 203.59	\$ 616.89	\$ 203.59	\$ 616.89	\$ 162.61	\$ 279.67	\$ 162.61	\$ 279.67
Distance Learning Fee*			\$ 53.33	\$ 53.33	53.33	53.33	53.33	53.33
<i>Total Per Credit Hour</i>	\$ 203.59	\$ 616.89	\$ 256.92	\$ 670.22	\$ 215.94	\$ 333.00	\$ 215.94	\$ 333.00
<i>Total for a 3-Credit Course</i>	\$ 610.77	\$ 1,850.67	\$ 770.76	\$ 2,010.66	\$ 647.82	\$ 999.00	\$ 647.82	\$ 999.00
Semester (block fees)								
Health	\$ 93.69	\$ 93.69	\$ 93.69	\$ 93.69	N/A	N/A	N/A	N/A
Athletic	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	N/A	N/A	N/A	N/A
Parking (Fall & Spring)	\$ 90.70	\$ 90.70	\$ 90.55	\$ 90.55	N/A	N/A	N/A	N/A
Parking (Summer)	\$ 84.58	\$ 84.58	\$ 84.88	\$ 84.88	N/A	N/A	N/A	N/A
Transportation								
Annual								
Photo ID	\$ 10.00	\$ 10.00	\$ 10.00	\$ 10.00	N/A	N/A	N/A	N/A

*Source: 2014-2015 SUS Tuition and Fee Survey

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

**FLORIDA STATE COLLEGE AT JACKSONVILLE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

Per Credit Hour (Fee Type)	Students enrolled in face-to-face courses only		Students enrolled in both face-to-face and online courses		Students enrolled in Complete Florida online program		Students enrolled in a fully online program other than Complete Florida	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge**	Resident Charge	Non-Resident Charge**
Tuition	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78	\$ 82.78
Tuition Differential								
Out-of-State Fee		\$ 248.33		\$ 248.33		\$ 97.22		\$ 97.22
Financial Aid Fee	\$ 4.14	\$ 16.56	\$ 4.14	\$ 16.56	\$ 4.14	9.00	\$ 4.14	\$ 9.00
Capital Improvement Fee	\$ 8.50	\$ 31.72	\$ 8.50	\$ 31.72	\$ 8.50	\$ 14.40	\$ 8.50	\$ 14.40
Student Activity Fee	\$ 3.32	3.32	\$ 3.32	\$ 3.32	\$ 3.32	4.15	\$ 3.32	4.15
Technology Fee	\$ 4.14	\$ 16.56	\$ 4.14	\$ 16.56	\$ 4.14	9.00	\$ 4.14	9.00
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 102.88	\$ 399.27	\$ 102.88	\$ 399.27	\$ 102.88	\$ 216.55	\$ 102.88	\$ 216.55
Distance Learning Fee	\$ -	\$ -	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	<i>\$ 102.88</i>	<i>\$ 399.27</i>	<i>\$ 117.88</i>	<i>\$ 414.27</i>	<i>\$ 117.88</i>	<i>\$ 231.55</i>	<i>\$ 117.88</i>	<i>\$ 231.55</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 308.64</i>	<i>\$ 1,197.81</i>	<i>\$ 353.64</i>	<i>\$ 1,242.81</i>	<i>\$ 353.64</i>	<i>\$ 694.65</i>	<i>\$ 353.64</i>	<i>\$ 694.65</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

**Source: FSCJ District Board of Trustees Agenda Item # APA1, Meeting date: June 11, 2013

**FLORIDA STATE COLLEGE AT JACKSONVILLE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

Per Credit Hour (Fee Type)	Students enrolled in face-to-face courses only		Students enrolled in both face-to-face and online courses		Students enrolled in Complete Florida online program		Students enrolled in a fully online program other than Complete Florida	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge**	Resident Charge	Non-Resident Charge**
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 239.32		\$ 239.32		\$ 91.79		\$ 91.79
Financial Aid Fee	\$ 4.59	\$ 16.56	\$ 4.59	\$ 16.56	\$ 4.59	\$ 9.18	\$ 4.59	\$ 9.18
Capital Improvement Fee	\$ 10.23	\$ 31.72	\$ 10.23	\$ 31.72	\$ 10.23	\$ 19.00	\$ 10.23	\$ 19.00
Student Activity Fee	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 3.32	\$ 4.15	\$ 3.32	\$ 4.15
Technology Fee	\$ 4.59	\$ 16.56	\$ 4.59	\$ 16.56	\$ 4.59	\$ 9.18	\$ 4.59	\$ 9.18
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 114.52	\$ 399.27	\$ 114.52	\$ 399.27	\$ 114.52	\$ 225.09	\$ 114.52	\$ 225.09
Distance Learning Fee	\$ -	\$ -	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	<i>\$ 114.52</i>	<i>\$ 399.27</i>	<i>\$ 129.52</i>	<i>\$ 414.27</i>	<i>\$ 129.52</i>	<i>\$ 240.09</i>	<i>\$ 129.52</i>	<i>\$ 240.09</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 343.56</i>	<i>\$ 1,197.81</i>	<i>\$ 388.56</i>	<i>1,242.81</i>	<i>\$ 388.56</i>	<i>\$ 720.27</i>	<i>\$ 388.56</i>	<i>\$ 720.27</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

**Source: FSCJ District Board of Trustees Agenda Item # APA1, Meeting date: June 11, 2013

**INDIAN RIVER STATE COLLEGE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

Per Credit Hour (Fee Type)	Students enrolled in face-to-face courses only		Students enrolled in both face-to-face and online courses		Students enrolled in Complete Florida online program		Students enrolled in a fully online program other than Complete Florida	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Tuition	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21	\$ 81.21
Tuition Differential								
Out-of-State Fee		\$ 243.78		\$ 243.78		\$ 243.78		\$ 243.78
Financial Aid Fee	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25
Capital Improvement Fee	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00	\$ 9.50	\$ 28.00
Student Activity Fee	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
Technology Fee	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25	\$ 4.06	\$ 16.25
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 103.83	\$ 390.49	\$ 103.83	\$ 390.49	\$ 103.83	\$ 390.49	\$ 103.83	\$ 390.49
Distance Learning Fee*	\$ -	\$ -	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
<i>Total Per Credit Hour</i>	<i>\$ 103.83</i>	<i>\$ 390.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>	<i>\$ 108.83</i>	<i>\$ 395.49</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 311.49</i>	<i>\$ 1,171.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>	<i>\$ 326.49</i>	<i>\$ 1,186.47</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

Notes:

All distance learning courses are charged \$5 per credit hour.

There is no Board policy that outlines how IRSC's distance learning fees are calculated. The \$5 per credit hour for distance learning courses was first Board approved and established at IRSC in 2007-08 with the intent that this would offset some of the personnel costs to proctor tests for distance learning students. This fee has not been increased since inception.

**INDIAN RIVER STATE COLLEGE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

Per Credit Hour (Fee Type)	<i>Students enrolled in face-to-face courses only</i>		<i>Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 377.84		\$ 377.84		\$ 377.84		\$ 377.84
Financial Aid Fee	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33	\$ 4.59	\$ 16.33
Capital Improvement Fee	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22	\$ 10.74	\$ 21.22
Student Activity Fee	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39	\$ 5.39
Technology Fee	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47	\$ 4.59	\$ 23.47
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 117.10	\$ 536.04	\$ 117.10	\$ 536.04	\$ 117.10	\$ 536.04	\$ 117.10	\$ 536.04
Distance Learning Fee*	\$ -	\$ -	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00	\$ 5.00
<i>Total Per Credit Hour</i>	<i>\$ 117.10</i>	<i>\$ 536.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>	<i>\$ 122.10</i>	<i>\$ 541.04</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 351.30</i>	<i>\$ 1,608.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>	<i>\$ 366.30</i>	<i>\$ 1,623.12</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

Notes:

All distance learning courses are charged \$5 per credit hour.

There is no Board policy that outlines how IRSC's distance learning fees are calculated. The \$5 per credit hour for distance learning courses was first Board approved and established at IRSC in 2007-08 with the intent that this would offset some of the personnel costs to proctor tests for distance learning students. This fee has not been increased since inception.

**ST. PETERSBURG COLLEGE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - ASSOCIATE PROGRAMS (2-YEAR)**

Per Credit Hour (Fee Type)	Students enrolled in face-to-face courses only		Students enrolled in both face-to-face and online courses		Students enrolled in Complete Florida online program		Students enrolled in a fully online program other than Complete Florida	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Tuition	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94	\$ 80.94
Tuition Differential								
Out-of-State Fee		\$ 242.97		\$ 242.97		\$ 242.97		\$ 242.97
Financial Aid Fee	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20
Capital Improvement Fee	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96	\$ 13.10	\$ 20.96
Student Activity Fee	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63	\$ 7.63
Technology	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20	\$ 4.04	\$ 16.20
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 109.75	\$ 384.90	\$ 109.75	\$ 384.90	\$ 109.75	\$ 384.90	\$ 109.75	\$ 384.90
Distance Learning Fee*	\$ -	\$ -	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50	\$ 14.50
<i>Total Per Credit Hour</i>	<i>\$ 109.75</i>	<i>\$ 384.90</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>	<i>\$ 124.25</i>	<i>\$ 399.40</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 329.25</i>	<i>\$ 1,154.70</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>	<i>\$ 372.75</i>	<i>\$ 1,198.20</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

Notes:

Distance learning fees are the same for all lower division distance courses. Upper division courses have a slightly higher distance learning fee which is applied to all upper division distance courses. The amount of the distance learning fee is based on the additional costs of the services provided which are attributable to the development and delivery of the distance course.

**ST. PETERSBURG COLLEGE
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEES - BACCALAUREATE PROGRAMS (4-YEAR)**

Per Credit Hour (Fee Type)	Students enrolled in face-to-face courses only		Students enrolled in both face-to-face and online courses		Students enrolled in Complete Florida online program		Students enrolled in a fully online program other than Complete Florida	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Tuition	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79	\$ 91.79
Tuition Differential								
Out-of-State Fee		\$ 275.53		\$ 275.53		\$ 275.53		\$ 275.53
Financial Aid Fee	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37
Capital Improvement Fee	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55	\$ 10.55
Student Activity Fee	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18	\$ 9.18
Technology	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37	\$ 4.59	\$ 18.37
Access Fee								
Athletic Fee								
Health Fee								
Transportation Fee								
Green Fee								
Total Tuition and Associated Fees	\$ 120.70	\$ 423.79	\$ 120.70	\$ 423.79	\$ 120.70	\$ 423.79	\$ 120.70	\$ 423.79
Distance Learning Fee*	\$ -	\$ -	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00	\$ 17.00
<i>Total Per Credit Hour</i>	<i>\$ 120.70</i>	<i>\$ 423.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>	<i>\$ 137.70</i>	<i>\$ 440.79</i>
<i>Total for a 3-Credit Course</i>	<i>\$ 362.10</i>	<i>\$ 1,271.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>	<i>\$ 413.10</i>	<i>\$ 1,322.37</i>
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

Source: 2014-2015 FCS Tuition and Fee Survey

Notes:

Distance learning fees are the same for all lower division distance courses. Upper division courses have a slightly higher distance learning fee which is applied to all upper division distance courses. The amount of the distance learning fee is based on the additional costs of the services provided which are attributable to the development and delivery of the distance course.

**UNIVERSITY OF CENTRAL FLORIDA
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

Per Credit Hour (Fee Type)	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20	\$ 44.20
Out-of-State Fee		\$ 511.06		\$ 511.06		\$ 511.06		\$ 511.06
Financial Aid	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16
Out-of-State Financial Aid		\$ 25.55		\$ 25.55		\$ 25.55		\$ 25.55
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67	\$ 11.67
Athletic	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32	\$ 14.32
Health	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84	\$ 10.84
Transportation	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10	\$ 9.10
Green Fee								
Technology	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16	\$ 5.16
Total Tuition and Associated Fees	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89	\$ 212.28	\$ 748.89
Distance Learning Fee*			\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00
<i>Total Per Credit Hour</i>	\$ 212.28	\$ 748.89	\$ 230.28	\$ 766.89	\$ 230.28	\$ 766.89	\$ 230.28	\$ 766.89
<i>Total for a 3-Credit Course</i>	\$ 636.84	\$ 2,246.67	\$ 690.84	\$ 2,300.67	\$ 690.84	\$ 2,300.67	\$ 690.84	\$ 2,300.67
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

**Source: 2014-2015 SUS Tuition and Fee Survey*

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.

**UNIVERSITY OF WEST FLORIDA
COMPLETE FLORIDA DEGREE INITIATIVE
TUITION AND FEE FINANCIAL REPORTING TEMPLATE**

Per Credit Hour (Fee Type)	<i>*Students enrolled in face-to-face courses only</i>		<i>*Students enrolled in both face-to-face and online courses</i>		<i>Students enrolled in Complete Florida online program</i>		<i>Students enrolled in a fully online program other than Complete Florida</i>	
	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge	Resident Charge	Non-Resident Charge
Undergraduate Tuition	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07	\$ 105.07
Tuition Differential	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88	\$ 38.88
Out-of-State Fee		\$ 408.94		\$ 408.94		\$ 408.94		\$ 408.94
Financial Aid	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Out-of-State Financial Aid		\$ 25.70		\$ 25.70		\$ 25.70		\$ 25.70
Capital Improvement Trust Fund	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76	\$ 6.76
Activity and Service	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57	\$ 13.57
Athletic	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93	\$ 20.93
Health	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52	\$ 7.52
Transportation	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00
Green Fee	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Technology	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25	\$ 5.25
Total Tuition and Associated Fees	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62	\$ 211.98	\$ 646.62
Distance Learning Fee*			\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00	\$ 15.00
<i>Total Per Credit Hour</i>	\$ 211.98	\$ 646.62	\$ 226.98	\$ 661.62	\$ 226.98	\$ 661.62	\$ 226.98	\$ 661.62
<i>Total for a 3-Credit Course</i>	\$ 635.94	\$ 1,939.86	\$ 680.94	\$ 1,984.86	\$ 680.94	\$ 1,984.86	\$ 680.94	\$ 1,984.86
Semester (block fees)								
Health								
Athletic								
Parking (Fall & Spring)								
Parking (Summer)								
Transportation								
Annual								
Photo ID								

*Source: 2014-2015 SUS Tuition and Fee Survey

All distance learning courses are charged the same distance learning fee and is based on the additional costs of the services provided which are attributable to the development and delivery of the distance learning course.