

**Special Course and Academic Program Fee**

**Application Form**

Signature Page

Prepared By:

  
Signature


Justin Mays  
Printed Name

8-25-18  
Date

The Chair/Associate Dean and Dean of the College requesting this fee must sign the signature page prior to review of this Application Form by the Special Course and Academic Fees Advisory Committee.

Chair/Associate Dean/Associate VPAA

College Dean (if applicable)

  
Signature

9-27-18  
Date

Signature

Date

By signing you are indicating that you agree to this fee or a revised version of this fee.

Chair of the Special Course and Academic Fees Advisory Committee:

  
Signature


10/29/18  
Date

Provost

  
Signature

11/21/18  
Date

President

  
Signature

11-28-18  
Date

After Approved by President Submit Form to Budget Office with any revisions made.

Fund	Department	Program	Class	Accounts

SCAPFAC Recommendations: The committee approved continuing to charge \$25 course fee for all distance learning courses that is capped at \$75. There is concerns that the BOR will not approve it unless it is explicitly explained how this fee is actually more beneficial to the students versus using a differentiated tuition. This fee will require BOR approval.

## Special Course and Academic Program Fee

### Application Form

Date of Application: 09/25/2018

College/Department: Center for Excellence in Learning & Teaching/Office of Distance Learning

Fee Name: Distance Learning Fee

Choose one of the following:

☐ Newly proposed fee

☐ Existing fee that will change  
(increase/decrease/eliminate)  
Indicate which situation applies

☒ Application of an existing fee  
that will not change, but requires  
BOR approval.

Choose one:

☒ Academic Program Fee ☐ Supplemental Course Material or Laboratory Fee

#### **Supplemental Course Material or Laboratory Fees (Only complete this section if you are proposing a course fee.):**

List the courses for which this fee will apply:

Answer the following for all of the courses you listed above (collectively). So for example if you list 3 courses you will provide the projected annual enrollment for all 3 courses combined. To calculate annual revenue multiply the annual enrollment by the fee cost per student.

Projected Annual Enrollment: \_\_\_\_\_ Fee amount per student: \_\_\_\_\_ Annual Revenue: \_\_\_\_\_

Do all students in each of these courses have to pay the course fee? \_\_\_\_\_ (if not, explain who will pay the fee)

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#### **Academic Program Fees (Only complete this section if you are proposing a program fee.):**

Which academic program will this fee support? Distance Learning

Answer the following for the program you listed above. Annual enrollment would be the number of students paying the fee in a given academic year. To calculate the annual revenue multiply the annual enrollment times the number of semesters the fee must be paid annually. IF the fee is paid only once upon acceptance into the program then annual enrollment would be the expected number of new students annually.

Projected Annual Enrollment: 4,700 Fee amount per student: \$25 distance course/capped at \$75

How often will a given student have to pay the fee?

☐ Only once (when the student is  
accepted into the program)

☒ Each semester the student is  
enrolled in the program  
Is summer term included? Yes

☐ Once per year  
Which semester? \_\_\_\_\_

Annual Revenue: \$350,000

Do all students enrolled in this program have to pay the fee? No (If not, explain who will pay the fee)

**Additional information attached**

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## *Special Course and Academic Program Fee*

### *Application Form*

Attach the following to this form:

- A narrative justification for the fee. Make certain to include the following:
  - Description of how the fee revenue will be spent (be as specific as possible).
  - Justify why the program's department/college budget cannot support these expenditures.
  - Describe the benefit this revenue will provide to the students who are paying it.
  - If your request is denied describe what impact this will have on your program.
  - If you require other fees to support the same program(s) where these particular fees are applied, you will need to describe those other fees and indicate the total cost to the students in those programs.

**Academic Program Fee**  
**Additional Justification – Students Not Required To Pay Fee**

Students that are enrolled in an eTuition rate program do NOT pay the Distance Learning Fee, at all. The students must have a declared major that is listed as an eTuition rate program to receive this benefit.

The only students that pay the Distance Learning Fee are those that are enrolled in seated programs and choose to take online courses.

## **Distance Learning Fee Application – FY20**

### **Narrative Justification**

The fee revenue will be spent on personnel, software, equipment and training to improve the quality of our online courses, to maintain the systems used to deliver those courses, and to purchase tools and resources that fulfill federal government and SACSCOC requirements for online delivery. Some of the various items include (but are not limited to):

#### **Positions**

- Desire2Learn Administrator (salary/benefits).
- Instructional Designer (salary/benefits).
- Technical Support Specialist (salary/benefits).
  - This position is the Secondary Desire2Learn Administrator
- Videographer (small salary stipend).

#### **Extra Compensation**

- Given to faculty for online course development and/or new online course initiatives.
- Additionally used to incentivize adherence to Quality Matters standards (small stipend paid once a course achieved Quality Matters certification).

#### **Software**

- Adobe Suite (for faculty to use in course materials development).
- Blackboard Collaborate (online web conferencing software).
- Camtasia Studio Licenses (lecture capture software).
- GoAnimate (course development software).
- Kanopy (online video streaming service).
- ProctorU (testing integrity software)
- ReadSpeaker (accessibility tool)
- Respondus Lockdown Browser and Monitor (online proctoring software).
- SkillSoft (supplemental materials repository).
- SmarterMeasure (online student readiness software).
- SoftChalk (course development software).
- Swank Digital Campus (online video streaming service).
- Kaltura Video (lecture capture/streaming media software – this is the TechSmith Relay replacement).
- Turnitin (plagiarism detection software).
- Various software packages for the library which increase access to electronic content and research materials for students regardless of their physical location.

#### **Services**

- Cielo24 (professional captioning/transcription service to assist with ADA compliance).
- Online eTutoring service (USG is currently undergoing a Request for Proposals – selected vendor is currently unknown).
- Quality Matters institutional membership.
- Various pieces of equipment for lecture recording (done by the campus videographer) for use in online courses.

- **Training**

- Quality Matters training
  - Several faculty have been sponsored to go through Quality Matters training as part of a strategic initiative to increase the quality of our online course design.

- **Travel**

- Travel costs for online course professional development for faculty and staff.
- Quality Matters training to improve the overall quality of online courses at the university.

The Center for Excellence in Learning & Teaching, CELT, budget is approximately around \$22,250 for any given FY which is typically used for software/equipment purchases needed for faculty and staff in general and does not necessarily provide a direct benefit to online students. There simply is not enough money allocated to the CELT budget to absorb the costs needed to offer quality online courses and adhere to federal/accreditation guidelines.

Students benefit from this fee by having more engaging content in their online courses and benefit from being taught by faculty that have been trained in best ways to engage and teach students in an online environment. As mentioned above we are required to provide support services to students who are enrolled in distance education programs and do not have an on-campus presence. Online video streaming services are available for faculty to use to demonstrate a point or highlight a concept but those videos are also available to students independent of their online course and are available for leisure viewing. A lightboard, an innovative instructional technology tool, was built from Distance Learning Fee funds to provide a unique and innovative way for faculty to demonstrate a difficult problem or concept in an online course. With the transition from TechSmith Relay to Kaltura, there are a number of new benefits to our streaming media service such as: student commenting/discussions around lecture videos, in-video quizzing, closer integration with D2L. These new items offered by Kaltura help promote active learning techniques and strategies in online courses, which will ultimately benefit the students. Numerous e-books and online journal subscriptions are purchased for the library to allow students access to various electronic content and research materials to help them succeed in their courses even if they do not physically visit the library on campus. These services are crucial to having an engaging, interactive, and substantial online learning experience for our students.

The fee also supports the following staff positions:

- **Desire2Learn Administrator:** Ensures updates to D2L are implemented properly, courses are imported into D2L each term, ensures student/faculty accounts are created properly, manages the integrations between online textbook content and the D2L environment, and provides technical support to faculty and students who are taking courses in D2L.
- **Instructional Designer:** Works with faculty to develop and implement effective online teaching techniques as well as works one-on-one with them to develop online courses. This position also teaches the Academy for Online Course Development where faculty get immersive training and modeling of designing and effectively teaching an online course. This position also teaches various workshops in group settings to faculty throughout the year.
- **Tech Support Specialist:** This position manages the various technical systems used by online faculty. This position is primary administrator of streaming media servers, software

servers, and assists with faculty webpage maintenance. LendingTech, our equipment checkout system, is also maintained by this position to assist faculty in borrowing equipment to use to develop/engage students in their online courses.

- **Campus Videographer:** Only a small salary stipend is paid from the Distance Learning Fee to support this position. Due to the amount of time this position works with faculty to develop online course content the salary is supplemented from this fee.

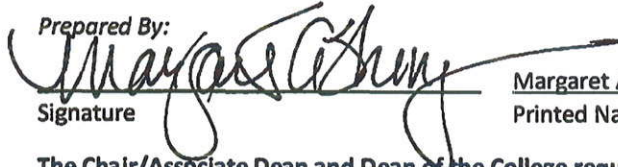
If the request is denied the level of quality available in our online courses will dramatically decrease. Nearly all of the software/services purchased to engage students in their online learning will be phased out as the funds available to support them will disappear. Consultation support to assist faculty with technical difficulties and online course design and development would be greatly reduced. Any innovation in online learning that is currently taking place would stagnate as funds would not exist to allow us to experiment in online learning and provide research to the field. Furthermore, the number of online course offerings would be reduced and therefore, the number of adult learners in the process of completing their degrees would be severely impacted. Additionally, enrollment would decline as students that cannot come to campus for their courses would be unable to continue online due to the substantial drop in services which help support the current environment. Thus, a strategic goal for both Clayton State University and the University System of Georgia would not be met.

**Special Course and Academic Program Fee**

**Application Form**

**Signature Page**

Prepared By:



Margaret A Thompson

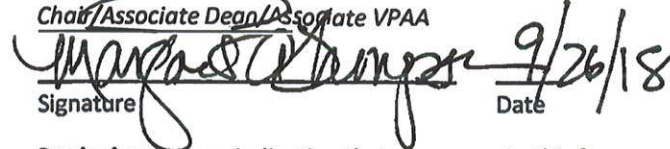
Printed Name

9/26/18

Date

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Chair/Associate Dean/Associate VPAA

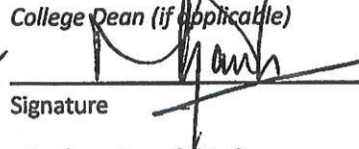


Signature

Date

9/26/18

College Dean (if applicable)



Signature

9/27/18

Date

By signing you are indicating that you agree to this fee or a revised version of this fee.

Chair of the Special Course and Academic Fees Advisory Committee:

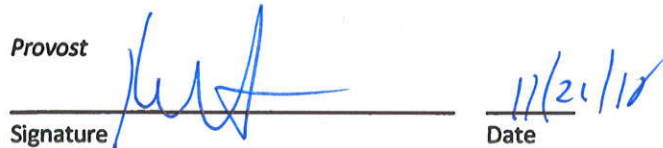


Signature

10/29/18

Date

Provost



Signature

Date

11/21/18

President



Signature

Date

11-26-18

After Approved by President Submit Form to Budget Office with any revisions made.

Fund	Department	Program	Class	Accounts



## *Special Course and Academic Program Fee*

### *Appeal Form*

<b>Fee Name/FY18 amount</b>	<b>2018 Recommendations</b>
<b>Undergraduate Business Simulation fee</b> \$60.00/course	<p>Original Review: The revenue was \$30,240 and the expenses were \$12,788 which left a significant balance of \$17,452 (58% of the revenue). The committee had serious concerns about collecting such a large fee and not using the fee as was originally described in the application for the fee. The committee was under the impression that the assessment would be required by all of the students taking the course when they approved the fee, but in the narrative it was stated that the assessment was actually voluntary. The fee would have never been approved if the assessment was actually voluntary and the fee the mandatory.</p> <p>New Application: The fee manager submitted an application to change the fee to a smaller fee in a larger number of courses. It was explained that a different assessment would be used that is less expensive. The narrative, however, lacked the necessary detail to satisfy the committee. Will the assessment be administered in each of the four courses? Will the assessment be required in each course or voluntary? Why is the assessment necessary in those four different courses? The committee recommended not renewing the fee and recommended that the current \$60 fee not be collected in Spring 2019. The committee further recommends either refunding the fee to the students who paid the fee in Fall 2018 or use the fee paid by those students on those particular students. Students taking the courses that collected the fee should be given some form of assessment. It should be understood that if a fee is collected from students in a course then the revenue must be spent on those students in that course. Finally, the committee did not approve the new proposal for the modified fee as written. An appeal would be necessary (including more detail).</p> <p>Appeal: An Appeal was submitted which really did not address the concerns of the committee on paper. Dr. Miller and Dr. Thompson answered the questions posed by the committee. They explained that they are using a new instrument offered by a different vendor for their assessments. They are using the funding collected during the Fall 2018 to conduct the program assessment for FY19. They will not collect the fee during Spring 2019. They are seeking to conduct different components of the assessment in 4 separate courses and will collect \$15 per student per course for this assessment during FY20. They indicated that they would use this assessment whether the fee is approved or not. If the fee is not approved then students would have to purchase the assessment in those 4 courses on their own and it would cost the students are larger dollar amount to purchase these assessments on their own. They indicated that all students in each course would be required to take the assessment (not voluntary). The committee approved the \$15 fee for the four courses (MGMT 3101, MGMT 4750, BUSA 1105, and ACCT 2102). Before this fee can be collected in Fall 2019 it must be approved by the BOR.</p>

*Michelle Truleng*

## Special Course and Academic Program Fee

### Application Form

Date of Application: 9/27/18

College/Department: College of Business

Fee Name: College of Business – Undergraduate – Career Readiness Assessment Fee

Choose one of the following:

☐ Newly proposed fee

☒ Existing fee that will change  
(increase/decrease/eliminate)

Indicate which situation applies

☐ Reapplication of an existing fee  
that will not change, but requires  
BOR approval.

Choose one:

☐ Academic Program Fee ☒ **Supplemental Course Material or Laboratory Fee**

#### **Supplemental Course Material or Laboratory Fees (Only complete this section if you are proposing a course fee.):**

List the courses for which this fee will apply:

- BUSA 1105 (100 students per semester, 200 per year)
- ACCT 2102 (85 students per semester, 170 per year)
- MGMT 3101 (200 students per semester, 400 per year)
- MGMT 4750 (80 students per semester, 160 per year)

Answer the following for all of the courses you listed above (collectively). So for example if you list 3 courses you will provide the projected annual enrollment for all 3 courses combined. To calculate annual revenue multiply the annual enrollment by the fee cost per student.

Projected Annual Enrollment: 1,050 Fee amount per student: \$15.00 Annual Revenue: \$15,750\*

*\*This provides a contingency in case the enrollment is lower than projected*

Do all students in each of these courses have to pay the course fee? yes (if not, explain who will pay the fee)

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#### **Academic Program Fees (Only complete this section if you are proposing a program fee.):** N/A

Which academic program will this fee support? \_\_\_\_\_

Answer the following for the program you listed above. Annual enrollment would be the number of students paying the fee in a given academic year. To calculate the annual revenue multiply the annual enrollment times the number of semesters the fee must be paid annually. IF the fee is paid only once upon acceptance into the program then annual enrollment would be the expected number of new students annually.

Projected Annual Enrollment: \_\_\_\_\_ Fee amount per student: \_\_\_\_\_

How often will a given student have to pay the fee?

☐ Only once (when the student is  
accepted into the program)

☐ Each semester the student is  
enrolled in the program

☐ Once per year

Which semester? \_\_\_\_\_

Is summer term included? no

Annual Revenue: \_\_\_\_\_

Do all students enrolled in this program have to pay the fee? \_\_\_\_\_ (If not, explain who will pay the fee)

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Attach the following to this form:

## ***Special Course and Academic Program Fee***

### ***Application Form***

A narrative justification for the fee. Make certain to include the following:

1. Description of how the fee revenue will be spent (be as specific as possible).  
*This fee will be used for a **Business Career Readiness Assessment Fee** for the following courses/all sections, which will have a projected total of approximately 525 students per semester, or 1050 students enrolled annually in these courses. (Courses: BUSA, ACCT 2102, MGMT 3101, and MGMT 4750)*
2. Justify why the program's department/college budget cannot support these expenditures.  
*To purchase these simulation/assessments would cost the department approximately \$15,000, and we do not have that revenue available.*
3. Describe the benefit this revenue will provide to the students who are paying it.  
*a. If the students purchased the assessment individually, they would pay at least \$35 each. This is a savings of \$20/student; they are paying \$15.00/course.*  
*b. The students will get timely, detailed feedback about their general management, leadership, decision-making, and team management skills. The instructors will also be able to access this feedback, and incorporate into plans for improvements of the teaching and learning outcomes.*
4. If your request is denied describe what impact this will have on your program.  
*The ultimate goal of this assessment is to improve the career readiness of our students. Additionally, we would like to have some impactful data to share during our AACSB visit in 2020. In Fall 2018, we adjusted our Program Learning Outcomes to be consistent with "career readiness," developed by NACE, the National Association of Colleges and Employers. We have also aligned these Program Learning Outcomes very easily to those of AACSB (Association to Advance Collegiate Schools of Business), our college-specific accreditation organization. We are very interested in teaching and measuring skills related to these PLOs, and these assessment are in line with that goal. If the request is denied, then we will have to come up with a different way to assess these "soft" skills, which can be very difficult to do.*
5. If you require other fees to support the same program(s) where these particular fees are applied, you will need to describe those other fees and indicate the total cost to the students in those programs.  
*There are no other fees required to reach this goal.*

*Special Course and Academic Program Fee*

*Appeal Form*

**Signature Page**

Prepared By:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**The Chair/Associate Dean and Dean of the College requesting this fee must sign the signature page prior to review of this Application Form by the Special Course and Academic Fees Advisory Committee.**

*Chair/Associate Dean/Associate VPAA*

*College Dean (if applicable)*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**By signing you are indicating that you agree to this fee or a revised version of this fee.**

*Chair of the Special Course and Academic Fees Advisory Committee:*




10/29/18

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Provost*



\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

11/21/18

*President*



\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

11-26-18

After Approved by President Submit Form to Budget Office with any revisions made.

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See Committee Recommendations on the next page.

## *Special Course and Academic Program Fee*

### *Appeal Form*

<b>Fee Name/FY18 amount</b>	<b>2018 Recommendations</b>
<b>Undergraduate Business Simulation fee</b> \$60.00/course	<p>Original Review: The revenue was \$30,240 and the expenses were \$12,788 which left a significant balance of \$17,452 (58% of the revenue). The committee had serious concerns about collecting such a large fee and not using the fee as was originally described in the application for the fee. The committee was under the impression that the assessment would be required by all of the students taking the course when they approved the fee, but in the narrative it was stated that the assessment was actually voluntary. The fee would have never been approved if the assessment was actually voluntary and the fee the mandatory.</p> <p>New Application: The fee manager submitted an application to change the fee to a smaller fee in a larger number of courses. It was explained that a different assessment would be used that is less expensive. The narrative, however, lacked the necessary detail to satisfy the committee. Will the assessment be administered in each of the four courses? Will the assessment be required in each course or voluntary? Why is the assessment necessary in those four different courses? The committee recommended not renewing the fee and recommended that the current \$60 fee not be collected in Spring 2019. The committee further recommends either refunding the fee to the students who paid the fee in Fall 2018 or use the fee paid by those students on those particular students. Students taking the courses that collected the fee should be given some form of assessment. It should be understood that if a fee is collected from students in a course then the revenue must be spent on those students in that course. Finally, the committee did not approve the new proposal for the modified fee as written. An appeal would be necessary (including more detail).</p> <p>Appeal: An Appeal was submitted which really did not address the concerns of the committee on paper. Dr. Miller and Dr. Thompson answered the questions posed by the committee. They explained that they are using a new instrument offered by a different vendor for their assessments. They are using the funding collected during the Fall 2018 to conduct the program assessment for FY19. They will not collect the fee during Spring 2019. They are seeking to conduct different components of the assessment in 4 separate courses and will collect \$15 per student per course for this assessment during FY20. They indicated that they would use this assessment whether the fee is approved or not. If the fee is not approved then students would have to purchase the assessment in those 4 courses on their own and it would cost the students are larger dollar amount to purchase these assessments on their own. They indicated that all students in each course would be required to take the assessment (not voluntary). The committee approved the \$15 fee for the four courses (MGMT 3101, MGMT 4750, BUSA 1105, and ACCT 2102). Before this fee can be collected in Fall 2019 it must be approved by the BOR.</p>

*Michelle Truleng*

## *Special Course and Academic Program Fee*

### *Appeal Form*

Date of Appeal: \_\_\_\_\_

College/Department: \_\_\_\_\_

Fee Name: \_\_\_\_\_

Answer the following questions for your appeal. In most cases you do not need to submit a new application form unless your form was not properly done or you are changing a denied program fee to a course fee (then you would need to submit the new course fee form along with this page).

1. The SCAPFA Committee provided detailed comments that lead to their decision concerning the fee. Please address those comments here. For example, if we reduced your fee or eliminated it due to the fact that you are not spending all of the revenue then you will need to explain why you are not spending all of the revenue.
2. Justify why the program's department/college budget cannot support these expenditures and why students should be expected to pay the fee to cover the expenditure.
3. Describe the benefit this revenue will provide to the students who are paying it.
4. Provide any evidence that helps you to justify your fee.

College of Business

Course Fee Appeal

October 18, 2018

Thank you for your feedback. We will try to address the issues you have raised.

As stated in the proposal, the College implemented the assessments in the specified courses. The assessment was a required activity and students were incentivized to complete it with points toward their grades in the courses. The Assessment Center was supposed to be a "turn key" solution for the faculty. Unfortunately, the implementation was anything but that. The inflexibility of administration, the problems faced by some of the students in accessing the instrument, and the lack of timely feedback to faculty and students discouraged students from participating.

In 2017, we updated our Mission and Program Learning Objectives, revamped our Assessment Plan for the College, and identified our new needs for assessment. Based on the feedback about the 2017 Assessment Center and the newly minted mission and objectives, we have chosen a product that will be more efficient, highly reputable, and less expensive for the students.

## *Special Course and Academic Program Fee*

### *Appeal Form*

This Fall, we have already paid \$15,000 for the current assessment. The assessment implementation is going very well, and we are looking forward to the data it will generate. To address some of your questions, the assessment we are now using:

1. Is administered in all four classes cited in the original proposal (MGMT 3101, MGMT 4750, MGMT 6100, MGMT 6104); and
2. Is required for these courses.

In Spring 2019, we will *not* need a course assessment fee and have already indicated to the Bursar's office *not* to include the course fee for the College of Business students who are in these classes. We will spend Spring 2019 collecting and analyzing the data from the Fall 2018 assessments, and then determine what to do in Fall 2019.

Based on what we know so far, we would like to continue with this new, less expensive assessment in Fall 2019. So, we would appreciate your consideration of the previously submitted proposal.

Please let us know what you need the College of Business to do at this point. We have October 26 on my calendar and plan to continue the appeal process. Please let us know if you have questions or need additional information.