Distance Learning Student Services Members Council Meeting Minutes  
Tuesday, May 21, 2019 (Noon – 5:00 p.m. CT) and Wednesday, May 22, 2019 (8:00 a.m. – Noon CT)

Attendees:

**DLSS MC Members:** Gabriela Alvarez (FIU), Gary Baker (SCF, M-S), Billy Benton (SCF, M-S), Dr. Ujjwal Chakraborty (FSCJ), Jason Dudley (FSWSC), Angie Fairweather (NCF), Robert Fuselier (FSU), Dr. Arifa Garman (GCSC), Dr. Julie Golden (FAU), Dr. Lemond Hall (TCC), Bill Harrison (DSC), David Jaeger (FGCU), Patrice Kapcio (UNF), Dana Livesay (HCC), Dr. Brian Marchman (UF), Vikki Milton (CC), Michael Nathanson (LSSC), Luz Negron-Alvarez (BC), Dr. Deidre Price (NWFSC), Robert Reed (UCF), Robert Seniors (FAMU), Robert Stack (PSC), Josh Strigle (CCF), Priscilla Suarez (BC), Kristin Summers (NFCC), Dennis Walpole (USF), Dr. Bill Waters (PSC), and Vicki Westergard (SPC).

**Virtual:** Sid Beitler (PBSC), Nashla Dawahre (FLVC), Michelle Franz (SSCF), Doug Holton (FPU), Dr. Melanie Jackson (PBAU), Dr. Donna Jennings (MDC), Stevan Polansky (FLVC), Elisavet Rios (SFSC), Dr. Kendall St. Hilaire (IRSC), Dr. Philip Simpson (EFS), Ashley Thimmes (FLVC), and Derik Wolfe (FLVC).

**Guests:** Carolyn Beamer (UWF), Jehan Clark (UWF), Sean DeCaire (D2L Ltd.), Sharon Della (Kaltura), Dan DePuy (Blackboard), Mallory Devries (Canvas), Ann Dziadon (UWF), Jamie Ferrazano (D2L), Douglas Grooms (Instructure/Canvas), Dr. Carrie Henderson (FCS), Michelle Horton (UWF), Sara Kofman (Instructure), Dr. Nancy McKee (BOG), Dr. Pam Northrup (UWF), Brett Perlman (Blackboard), Richard Senker (HCC), Monica Van Den Berg (UWF), and Ashley Wolter (UWF).

**FLVC Staff:** Bob Hartnett, Meredith Montgomery, Nicole Nichols, Dr. John Opper, Rebecca Pappas, Javier Reyna, Heather Thompson, Tom Tu, and Shawn Wilson.

Day I: Tuesday, May 21, 2019

**Welcome and Call to Order**

The DLSS Members Council meeting was held Tuesday, May 21, 2019, and Wednesday, May 22, 2019, at Pensacola State College. The meeting was called to order by Chair Josh Strigle (CCF). New members were introduced and welcomed, and outgoing members were recognized.

Dr. Garman (GCSC) motioned to approve the minutes from the February 5-6, 2019 meeting, and Westergard (SPC) seconded the motion. The Council approved the minutes. The final version of the minutes will be posted to the FLVC website and the DLSS Members Council Google drive.

**Future Meeting Planning for DLSS Members Council**

The fall meeting will be held on Tuesday, October 1, and Wednesday, October 2, 2019. It will be hosted by Dr. Melanie Jackson at Palm Beach Atlantic University.

The winter meeting will be held at Seminole State College of Florida. Proposed meeting dates include February 4-5, February 5-6, February 18-19, and February 19-20, 2020. Franz (SSCF) will work on confirming the meeting dates for the winter meeting.

The spring meeting location is to be determined, and the proposed dates are May 19-20, May 21-22, and May 27-28, 2020.
Nominations and Vote for 2019-2020 Chair Elect
Chair Strigle called for nominations. Dr. Waters nominated Dr. Kendall St. Hilaire (IRSC) to serve as Chair Elect. Dr. Garman (GCSC) and Franz (SSCF) seconded the motion. Dr. St. Hilaire accepted the nomination.

Executive Director Updates
Dr. John Opper presented updates. Dr. Opper noted that funding challenges are affecting the decision for students. Dr. Opper asked the Council to think about having a summit or symposium on new business models for higher ed. Dr. Opper is on the WCET Steering Committee that is tracking the growth of external providers of educational services to find out what is working and to learn more. FLVC would need to find the right speakers.

The federal government reached a consensus. The U.S. Department of Education proposed regulations that need to be finalized by July 1, 2019.

Russ Poulin (WCET) served on a committee for academic integrity. Academic integrity requires institutions to have processes in place through which the institution establishes that the student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program. Removes the section of this rule that referenced log-ins or proctored exams. There are a range of proposed rules and programs under discussion.

Expanding pilot programs for financial aid.

Business and Industry Input
Calls for accreditors to have separate standards, whereby programs would more effectively meet the recommendations of widely recognized industry standards and organizations; credentialing or other occupational registration or licensure; or employers in a given field or occupation in making hiring decisions.

Flexibility
Allows for greater flexibility by accreditors to establish and apply alternative standards, policies, and procedures and take into consideration innovative program delivery approaches or, when an undue hardship on students occurs, applying equivalent written standards policies and procedures. (Faculty)

Distance Education Notifications
- 34 CFR 668.50: [Reserved] Institutional disclosures for distance or correspondence programs.
  - This regulatory language is removed.
  - Most disclosures in this regulation continue to be required per other Federal regulations.

- New! 34 CFR 668.43(a)(5)(v): General Disclosure required for all current and prospective students in programs leading to professional licensure, regardless of modality; one of the following descriptions must apply:
  - Completion of the program will meet educational licensure requirements in a state for that occupation.
Completion of the program will not meet educational licensure requirements in a state for that occupation. 
Program personnel has not made a determination regarding requirements.

- New! 34 CFR 668.43(c): Direct disclosure is required specifically to each affected student if:
  - The institution determines that the completion of the program will not meet educational licensure requirements in a state where the student is located.
  - The institution has not made a determination whether completion of the program meets education licensure requirements in a state that the student is located.

- State Authorization
  - Eligibility to disburse Title IV aid is tied to institutional approval demonstrated by:
    - Direct approval by the state; or
    - Through a state authorization reciprocity agreement.
  - Authorization is based upon the location of the student:
    - The institution needs a “defensible” process; and
    - Student location is determined at enrollment or when the student reports that his or her location has changed.
  - State Authorization reciprocity agreement definition:
    - Returns to the language provided in the 2016 regulations.
    - An agreement between states that allows institutions to provide educational activities in other states as directed by the agreement.
  - Disclosures
    - 34 CFR 668.50 was removed as most disclosures were already required elsewhere in the Federal Code. Since the entire institution is required to make many of these disclosures, it was thought unnecessary to have special requirements for distance education.
    - Professional Licensure Notifications moved to 34 CFR 668.43(a) now general and direct notifications required for all programs regardless of modality.

- Written Arrangements
  - Consensus in the main committee determined that an accredited entity may provide more than 50% of an academic program for an accredited institution. However, an expansion of the current 50% limit of an academic program provided by a non-accredited entity was not adopted.

Course Catalog Updates
Institutional staff need to notify FLVC if an employee leaves so we can take access away to the Catalog administrative functions. Derik Wolfe will continue to send out reminders.

While discussing academic integrity, a discussion ensued about being aware of essay writing firms. FLVC staff looked into Boost My Grade and found alarming information. Attendees were encouraged to review the site and consider how such efforts can be addressed with students and within institutional policy. [https://www.boostmygrade.com](https://www.boostmygrade.com)
Quality Matters (QM) Consortium, Instructional Designer Network, and Orange Grove Updates

FLVC’s Tom Tu presented updates on FLVC’s Florida QM Initiative, the Instructional Designer Network, and The Orange Grove.

There is a QM subscription renewal for 2019-2020. FLVC MOU will be automatically renewed for institutions not adding Supplemental IYOC License Subscription. Eastern Florida State College, Hillsborough Community College, and the University of West Florida have acquired the Supplemental IYOC License Subscription.

The QM Bartering System includes course reviews, peer reviewers, QM training, and workshop facilitators.

The FLVC-IDN: Instructional Designer Network provides a platform for professionals to share their experiences and resource. The platform helps to better support faculty and student success. The Network partners with the FCS and SUS institutions. There was a spring webinar series that addressed outreach, collaboration, and professional development. The series focused on building a strong community of practice. Webinar recording and resources are available.

The Orange Grove: System improvements have been made to the Orange Grove. The Orange Grove supports the Complete Florida Challenge – OER Grant and the LMS LTI Integration with EQUELLA. FLVC is collaborating with two institutions to make sharing and searching the OER easier by allowing searching, uploading, and sharing within the LMS.

Standing Committee Reports

Student Services Standing Committee Chair Josh Strigle (CCF) reported that the student readiness survey will be discussed at the Florida College System meeting tomorrow. The online student services scorecard was a joint venture that was then acquired by the OLC. Institutions are looking to get a badge. The first to receive a badge was Berkeley. There is interest in version 2.0 of the scorecard and bringing it to the OLC. There is concern about mental health services for students. Research needs to be done. It is only licensed for in-state students and cannot help out of state students. A set of resources needs to be identified.

Partnership and Licensing Standing Committee Dr. Bill Waters (PSC) provided an update on the ITN for proctoring. There is an issue with closed captions. Dr. Waters asked the Council to respond to Heather Thompson (FLVC) by June 7 and also to complete the survey Strigle (CCF) mentioned. The topic of plagiarism was discussed.

Online Teaching Standing Committee David Jaeger (FGCU) reported and Michelle Franz (SSCF) mentioned quality indicators. Opt-in reviews may be required. The FCS and SUS catalog indicator displays are independent of each other.
Day II: Wednesday, May 22, 2019

SUS Update
Dr. Nancy McKee (BOG) provided the SUS update. The State University System (SUS) adopted a 2025 Strategic Plan for Online Education in November of 2015. The entire plan is focused on three elements: quality, access, and affordability. There are goals, strategies, and forty-nine tactics related to initiatives to help reach these goals. Workgroups, task forces, and committees were created and assigned special assignments related to the tactics. A lot of people from the Florida College System (FCS) served on the task forces and workgroups. At the June Board of Governors (BOG) meeting, we are going to try to interpret for them what we have been accomplishing in distance learning by having a showcase at the University of South Florida. Separate tables will be set up for affordability, access, and quality as well as separate tables for the legislatively funded initiatives such as FloridaShines, Complete Florida, and UF Online. The annual report for distance learning will also be presented at the June meeting. The data and the narrative are included in the report. The annual report will be posted on the Florida Board of Governors website at flbog.edu.

Dr. McKee presented some of the data. At the June meeting, the Board will be focused on quality metrics. In August they will focus on affordability, and in October they will focus on access. There are seven quality metrics. One hundred percent of new and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a five-year cycle. Dr. McKee (BOG) is hopeful that the change will be approved by the committee. A discussion about the opt-in followed. The goal is to get all courses approved. Dr. Northrup noted that in regard to Quality Matters there is the expectation that all courses are quality. There is a commitment to new courses to go through the review processes up front and put the maintenance cycle in place, which is decided by the institution. The SUS wants to go forward with the quality and high quality indicators.

FCS Update
Dr. Carrie Henderson (FCS, Executive Vice Chancellor) reported that the FCS is in the process of hiring Dr. Karinda Barret’s replacement. Dr. Henderson reviewed the 2019 legislative session, the upcoming rule development, the PERT update, and the Governor’s Executive Order (19-31). Examples of the bills include Waivers for children and spouses of deceased first responders, Florida National Guard Members, U.S. Service members killed in the line of duty, and disabled veterans (SB 7098); Waivers for out-of-state students who enroll in hurricane-impacted institutions (HB 593); Postsecondary Workforce Education (HB 7071), and Higher Education (SB 190).

Examples of upcoming rule development include Rule 6A-10.0315, Common Placement Testing and Instruction; Rule 6A-10.02413, Civic Literacy Competency; and Rule 6A-14.030, Postsecondary Instructional Unit Definitions and Awards. The PERT update consists of primary, low-cost common placement testing option. FLDOE continues to support the PERT Repository; the price setting contract ended on September 30, 2018; the State College of Florida (SCF), Manatee-Sarasota established an agreement that other colleges, universities and districts may access. Colleges can and are currently purchasing PERT.

The Governor’s Executive Order (19-31) addresses the audit of course offerings in CTE and methodology for annual audits to include a review of student outcomes and alignment of programs offered at K-12 and postsecondary level; professional-level industry certifications; and high-growth, high-demand and high-wage employment opportunities. It includes partnership with CareerSource, DEO, public education
systems and business / industry; collection of CTE best practices for partnerships; and annual recommendations to governor to eliminate or create new course offerings, where needed.

**Strategic Planning: Member Perspectives** (Vicki Westergard, SPC)
Westergard (SPC) delivered the survey results on Russ Adkins’ behalf. Adkins loves WCET and Quality Matters, and he is the Vice Chair and a member of the Board of Directors of Quality Matters. He was formally at Daytona State College and Broward College, and he is currently acting as a consultant with FLVC. The survey was designed to give a baseline of member opinions related to the relevance of this group and its meetings. Thirty-three out of forty institutions responded. There was a 58 percent duplication with SUS, FCS, and this group. Results revealed that quarterly meetings are the most useful, and statewide contracts are the second most useful. The ID Network was the lowest scoring.

To address where we go from here, Adkins suggested having focus groups or calling the representatives directly to have conversations about specific ideas. Adkins is looking at reviewing the mission, the structure, and the initiatives of other states for comparison. Members can contact Mr. Adkins directly with feedback or questions.

Dr. Opper noted that the agenda can be moved around. There is a lot of discussion around workgroups and committees and what they do. The meetings are designed to help the members. Everything is on the table for discussion. It is a good time to have this conversation. Dr. Opper asked the members to think about what they would like, and FLVC will take the feedback under consideration.

Rich Senker (HCC) commented that HCC struggles with providing online student services. Now that they are a SARA institution, there are greater ramifications. Senker (HCC) would like to recommend that the next symposium focus on bringing the student services colleagues to the table to talk about issues related to providing online student services.

Chair Strigle (CCF) asked for suggestions on how to help student services people feel welcome and engaged. The challenge is getting them interested in coming. This would be a great symposium topic.

There is no definite timeline. This is more of an internal study for our own benefit. FLVC is also looking at redesigning and rebuilding parts of FloridaShines. There is also a project to rebrand Distance Learning and Student Services. The conversation will continue, and Adkins will reach out to the members.

**State Authorization and Professional Licensure** (Bob Reed, UCF)
Bob Reed (UCF) is the coordinator of our statewide SAN WCET membership along with Patrice and John. There are three reasons to be compliant with state authorization requirements and professional licensure notification requirements including the potential liability for misleading students from a consumer protection standpoint, it is the moral thing to do, and there are SARA requirements for notification and there are federal regulations that require the same. You want to be in compliance with those. The requirements fall into three categories: we need to provide disclosures of professional licensure applications of our education to potential students and applicants; we need to provide disclosures and notifications to any students that are engaged in this type of study that are in other states, and we have an obligation to know what state issues are. The first step is to identify the programs that might be subject to notification requirements. UCF took a conservative approach and worked with their cataloging and marketing departments and program information publishing department to make sure there were disclosures that were written and consistent about what UCF did and did not know about professional licensure outside the state of Florida in all of their materials. When
you go to the UCF catalogs now you will find that. UCF is working on establishing consistent messaging. For notifications to active students, UCF built reporting with the help of the institutional knowledge management department to identify the students that are enrolled in these subject programs that are out of state for the coming semester. UCF developed a method to collect student location every semester. This was done for SARA reporting. The lists can be pulled at the beginning of each semester and given to the different departments with detailed advice on what notifications are required, what language they might use, and a timing for when they need to make the notifications. Communication with the individual program personnel has been key. Future issues include the possibility of requiring written acknowledgment from students that they received the disclosures. The other issue has to do with the nursing program. Eight or nine percent of the nursing students are out of state. The nurses need board approval of UCF’s program. This can be costly, and UCF is doing some investigation. In some states the academic process of teaching nursing is considered to be nursing practice. If the professor is not licensed in the state, then they should not be teaching students in that state. Faculty licenses could be in jeopardy.

Reed will email the Council the name of the nursing licensure group that covers thirty states. Dr. Opper noted that we are members of the WCET SAN, and Bob and Patrice are leading this group. There is a listserv there, and it is a great way for people to get this information. Dr. Opper asked who had SARA responsibilities and noted that this is a good conversation to have. Reed (UCF) asked Council members that have a nursing program or a social work program to contact him if they would like to collaborate. Educational programs such as teacher prep are on the list for future professional licensure.

**NC-SARA: Federal Update and Professional Licensure Issues** (Dr. Marshall Hill, NC-SARA)

Dr. Opper introduced Dr. Marshall Hill, President and CEO of NC-SARA. We are here today largely due to the work that Dr. Hill accomplished. Dr. Opper thanked Dr. Hill for his work and wished him a wonderful retirement.

States were invited to join SARA in January 2014, and in February the first state, Indiana, joined. North Dakota followed along with the rest of the states. Currently there are 49 states, all states except California, that are SARA members. The District of Columbia, Puerto Rico, and the U. S. Virgin Islands are also members. California has not joined yet as they are one of the few states lack a central governmental entity for higher education. California also criticizes SARA for allowing for-profit schools to participate. As of yesterday, 1,970 institutions are participating in SARA. The states are considered members of SARA.

SARA has always required that institution programs that lead to professional licensure, notify students in these programs about whether or not the program will allow them to satisfy educational requirements in the state in which they intend to practice.

A blog post from November 30 of last year that is located on the website addresses the process involved with professional licensure notifications.

Negotiated Rulemaking is a process by which Federal departments bring people together to represent potentially affected groups affected by new regulatory language that a particular department plans to develop. People are selected to represent the different constituencies, and they come to Washington, D.C. for meetings over several months. Decisions are met by consensus.
The developed consensus language will be put out for comment this summer, the department will consider the comments and propose final rules in late October. They need to propose final rules by November 1, 2019, in order to hit the timeline needed to have the rules go into effect July 1, 2020.

It was agreed that it is necessary for institutions that participate in Federal Title IV programs to know where students are located by state and that your ability to provide those students financial aid is dependent on where the students are and being authorized to enroll students in those states. Institutions can contact every state in which you are enrolling students, or you can continue to use your participation in SARA as away to document that you have approval to enroll students in all SARA states. The location that is important is the location of the student while the student is taking the instruction that you offer.

They did continue to recognize that membership or participation in a state authorization reciprocity agreement is an accepted way to demonstrate that you have authority to enroll students in other states. The bad point is that they left in place some confusing definitional language about a state authorization reciprocity agreement, which was in the 2016 rules. The definition seems to say that the only type of state authorization reciprocity agreement recognized by the department is one that lets states that joined the agreement do whatever they choose. This basically means that you have no reciprocity at all.

Russ Poulin with WCET and Dr. Hill wrote to former U.S. Under Secretary Ted Mitchell expressing the widespread confusion about the definition and Under Secretary Mitchell wrote to Mr. Poulin and Dr. Hill to explain what they meant by that language. The information is available on the NC-SARA website. It offers some clarification. Current Senior Department of Education staff accept and acknowledge and abide by the interpretation put forward in Mr. Mitchell’s letter.

At the moment, there is no Federal requirement for state authorization in distance education. When it is clear what the department is planning to do about this, we will adapt to that accordingly. If the U.S. Department of Education has more complex, complete, or substantive requirements for professional licensure notifications, all SARA institutions that participate in Title IV programs will have to abide by this. Participation in SARA is not a way to avoid complying with the rules for Title IV institutions.

Recently a complication in the form of a lawsuit was brought forward. The lawsuit was brought by the National Education Association and other parties to compel the U.S. Department of Education to make the December 2016 rules impact now. The plaintiffs won. The department has been directed by a judge to make the December 2016 rules go into effect by the end of May 2019. We are waiting to see what the U.S. Department of Education will do about the new ruling.

Dr. Hill clarified that for Bachelor of nursing programs there are several paths that lead to licensure.

Strigle is aware of a tendency that worries him for some of his fellow institutions in regard to professional licensure. There is a tendency to have a blanket statement that it is the responsibility of the student to determine if the program meets licensure requirements in the state in which they reside. This kind of language is worrisome. What is Dr. Hill’s reaction? Dr. Hill stated that it is more than worrisome. This type of generic language does not meet SARA requirements, it is not helpful to students, and it would not meet the requirements of the forthcoming Federal rules. The issues are complicated, and to expect a student that is just starting study in a professional discipline to be able to understand the issues is unreasonable and improper.
**Cool Tools Discussion (Josh Strigle, CCF)**

Dr. Ujjwal Chakraborty (FSCJ) is the Interim Dean of Online Education and has a Ph.D. in chemistry. IBM has created an artificial intelligence machine that can tell us what you get when you mix substance A with substance B. Dr. Chakraborty demonstrated how it works via [https://rxn.res.ibm.com/](https://rxn.res.ibm.com/) It is a free site.

Chair Strigle (CCF) saw Playposit at OLC in Denver. Playposit [https://go.playposit.com/](https://go.playposit.com/) lets you upload videos or pull videos from YouTube or other sources and embed assessment questions and files in the videos. Chair Strigle (CCF) demonstrated Playposit. It can be embedded in Canvas. In the free version there is a feature that will show you how long students have spent in the video, and it will show you their responses by name as long as they have registered and set up an account. You have to go to a separate interface to see the results. There is also a licensed version.

**Wrap-Up and Adjournment**

Chair Strigle (CCF) has one more Executive Committee conference call during his tenure as Chair. Dr. Kelvin Thompson (UCF) will take over as Chair. Dr. Garman (GCSC) motioned to adjourn the meeting.