

## **Introduction/Background**

One of the initiatives of the Enhance Community Engagement goal is to expand distance education offerings to meet the needs of students and to support economic development. While incremental enrollment growth can be achieved by increasing promotion and recruiting for existing programs, most of the anticipated growth will only be possible by expanding our online offerings. This means developing new undergraduate and graduate degrees for online delivery and expanding our existing degree completion bachelors' programs into complete degrees. Currently, the University offers primarily the upper-division courses needed for the degree. While we offer some lower-division general education/foundational studies (FS) online, most FS courses are not available and students cannot complete a degree from ISU online without taking a significant number of lower-division courses at other institutions. Many students obtain these courses through Ivy Tech or other institutions in the Indiana Course Network (ICN). Over the last two years, ISU has made payments to the cooperating institutions that average \$175,000 per year. Approximately 75% of the courses taken via ICN are general education, foundational studies courses.

Preparing faculty to teach successfully in the online environment and the development and updating of online courses is an ongoing requirement. The nature of the online teaching environment requires greater effort in instructional design and the assistance of instructional designers in developing technologically delivered content. The budget request is for base funding to provide an ongoing pool of developmental funding for online programs. Priorities have been identified and detailed below for FY 11 and FY 12. Priorities in the out years will be developed on an ongoing annual basis.

## **Proposal/Purpose/Justification for 9 Part :1 Foundational Studies**

Extended Learning, CIRT and Foundational Studies jointly create and administer a faculty development program to improve teaching ability of the faculty in the online environment. The formal portion of the program will be scheduled over ten weeks and will require approximately 20 hours of commitment from the faculty member. The course preparation portion will require an additional commitment of time. The course (see appendix A) would have three distinct components:

- The pedagogy of teaching effectively in the online environment taught by faculty members already successfully teaching in that modality.
- Using the technological tools available at Indiana State University
- Assistance from instructional designers with preparing the course for delivery via technology.

The objective is to train/assist 14 faculty members during academic year 2010-11 and 18 during academic year 2011-12 to offer at least one course in each foundational studies category, 14 courses total during the 2011-12 academic year and 18 additional foundational studies courses for the 2012-13 academic year.

The overhaul of our general education program to the new foundations studies program allows a unique opportunity to mature our undergraduate degree programs into complete degrees rather than degree completion programs. This provides distance students with the opportunity to have the Indiana State experience as the foundational studies component of the curriculum is uniquely ISU. At the same time, the availability of foundational studies courses online with avoid payments to other institutions.

One criterion for new foundational studies course approval is the willingness to develop an online version of the course. While response has been positive, most of the departments that have committed to developing an online version do not have a history of offering online courses nor faculty experienced in doing so. Without assistance in acquiring the skills needed to transform their teaching from the classroom to the online

environment and the help of instruction designers in transforming the materials, many departments will not live up to their commitments and the quality of those that do is likely to be inconsistent.

### **Work Plan – Action Steps – Process – How?:**

| Action                                    | Description  | Completion                     |
|---|--|--------------------------------|
| Develop course                            | Complete development of the professional development curriculum (see appendix A)   | 01 October 2010                |
| Recruit experienced online faculty        | Recruit and schedule experienced online faculty to facilitate portions of the professional development course  | 11 October 2011                |
| Recruit faculty participants for class 1. | Target group is the department s that have already committed to developing online versions of FS courses   | 18 October 2011                |
| Start course 1                            | Start the fall class for 6 faculty members   | Approximately 01 Nov 2010      |
| Recruit faculty participants for Class 2  | Target group is the remaining departments that have already committed to developing online versions of FS courses as well as those whose classes have the most potential demand for an online offering | 01 February 2011               |
| Start course 2                            | Start the spring class for 8 faculty members   | Approximately 15 February 2011 |
| Complete class 1                          | Workshops and one-on-one work with instructional designers is complete. Instructor should be prepared to offer the class online  | 01 May 2011                    |
| Recruit faculty participants for Class 3  | Target group are those departments that are still not offering online versions of foundational studies courses.  | 15 September 2011              |
| Complete class 2                          | Workshops and one-on-one work with instructional designers is complete. Instructor should be prepared to offer the class online  | 01 September 2011              |
| Start course 3                            | Start the fall class for 9 faculty members   | Approximately 01 October 2011  |
| Recruit faculty participants for Class 4  | Target group is the remaining departments that have already committed to developing online versions of FS courses as well as those whose classes have the most potential demand for an online offering | 01 February 2012               |
| Start course 4                            | Start the fall class for 9 faculty members   | Approximately 15 February 2012 |
| Complete class 3                          | Workshops and one-on-one work with instructional designers is complete. Instructor should be prepared to offer the class online  | 01 May 2012                    |
| Complete class 4                          | Workshops and one-on-one work with   | 01 September 2012              |

|  |   |  |
|--|---|--|
|  | instructional designers is complete.<br>Instructor should be prepared to offer the class online |  |
|--|---|--|

## **Budget FY 11**

Stipends for faculty: \$28,000

\$2000 per faculty member for 14 instructors completing online professional development and preparation of their FS course.

Mentor/facilitator: \$4,000

Honorariums for experienced online faculty mentors/facilitators \$500 each of 8 (4 per semester) facilitator/mentors

## **Budget FY 12**

Stipends for faculty: \$36,000

\$2000 per faculty member for 18 instructors completing online professional development and preparation of their FS course.

Mentor/facilitator: \$4,000

Honorariums for experienced online faculty mentors/facilitators \$500 each of 8 (4 per semester) facilitator/mentors

## **Outcome Assessment**

The success of the program will be measured by the number of foundational studies courses offered in an online format.

Specifically:

Sixteen faculty members will be trained in academic year 10-11 and sixteen in academic year 11-12.

At least one course in each foundational studies category, 16 courses total will be offered during the 2011-12 academic year and 32 foundational studies courses offer in the 2012-13 academic year.

Additionally, a secondary metric will be the reduction in payments to other institutions for courses taken through ICN to meet foundational studies requirements.

## **Proposal/Purpose/Justification for Part 2: Masters in Sports**

### **Management**

Extended Learning, CIRT and Department of Recreation and Sport Management will collaborate to transform 13 graduate courses for delivery online, thus making the entire master's degree available at a distance.

The College of Nursing, Health and Human Services has proposed moving the Masters in Sports Management program to a total online program. The current program is a traditional program that has been stagnant in size. As the program attracts primarily high school coaches, who are employed full-time, moving the degree to an online format will significantly increase the potential audience. A significant amount of work is needed to transition the existing courses and the department has proposed an aggressive timetable to do so (addendum B). Assistance is needed to transition the program to online format.

The objective is to transition 5 courses during the fall 2010 semester, 4 courses during the spring 2011 semester and the remaining 4 courses during fall 2011. The transformed courses will be offered starting in Fall 2011 (see appendix A) at which time entering students will be all distance education.

Without incentives for overload work on course transformation, assistance transforming their teaching from the classroom to the online environment and the help of instruction designers in transforming the materials,

this aggressive timetable cannot be met. The more time that passes, the more likely we will see competitors getting a jump on us in this field.

## **Work Plan – Action Steps – Process – How?:**

| Action                  | Description   | Completion     |
|-------------------------|---|----------------|
| Transform 1-5 courses   | The indicated faculty work with CIRT to transform these courses:<br>SPM 604: Bodey<br>SPM 631: Bodey<br>SPM 621: Sawyer<br>SPM 622: Sawyer<br>SPM 510: Sawyer | December 2010  |
| Transform courses 6-9   | The indicated faculty work with CIRT to transform these courses:<br>SPM 627: Bodey<br>SPM 635: Bodey<br>SPM 623: Sawyer<br>SPM 624: Sawyer                    | May 2011       |
| Transform courses 10-13 | The indicated faculty work with CIRT to transform these courses:<br>SPM 637: Sawyer<br>SPM 629: Bodey<br>SPM 692: Bodey<br>SPM 620: Sawyer                    | September 2011 |

### **Budget FY 11**

**Stipends for faculty: \$18,000**

\$2000 per class for 9 classes

### **Budget FY 12**

**Stipends for faculty: \$8,000**

\$2000 per class for 4 classes

### **Outcome Assessment**

The success of the program will be measured by the completion of online class transformation and the offering of the degree only online.

Specifically:

Nine courses will be transformed in academic year 10-12 and an additional four during summer 2011.

Beginning in Fall 2011 the master's degree will only be offered in the online format.

## Appendix A

### Good Teaching and Learning . . . . Online A Student Centered Approach

Purpose: This program is designed to build faculty knowledge and understanding of how to create an online instructional environment and learning experience that engages the learner through active learning strategies.

This program will have three components. They are:

1. Instruction
2. Mentoring
3. Assessment

The objectives for the course are:

- To expose faculty to proven instructional techniques and models that foster student involvement and allow students to become self-directed motivated learners.
- Provide strategies that allow faculty to retain the best parts of their face-to-face instruction as they take advantage of the online environment.
- Support faculty exploration of the special capabilities of the online environment to address difficult parts of their current course.
- Provide an developmental process that assists faculty with translating student learning goals and outcomes into interactive online activities.
- Strength faculty skills and reinforce methods that foster effective online teaching.
- Provide faculty with the tools to effectively manage student/faculty communication.
- Assist faculty with an examination and development of their online persona (presence) that encourages active engagement.
- Expose faculty to various strategies and tools available to assess student learning
- Assist faculty with self-reflective assessment of the effectiveness of the instructional design and strategies they have selected to better inform their teaching

A cohort of faculty within foundational studies will be selected to participate in the program. The program professional development activities will be delivered using a combination of face-to-face and online instruction. The face-to-face component will facilitate hands-on experiences and information sharing while the online components will allow faculty to experience online learning from a student perspective.

## Appendix A

### Course Instruction Outline:

- I. Online Teaching Overview
  - a. Engaging the Learner
  - b. Advantages to Online Learning
  - c. Myths and Constraints of Online Teaching and Learning
  - d. Student Retention
  - e. Learning Theory
- II. Teaching in an Online
  - a. Building Community
  - b. Creating an Effective Online Syllabus
  - c. Creating and Choosing Material
  - d. Learning Space Management
  - e. Course Development
- III. Assessing Learning
  - a. Survey and Quiz
  - b. Authentic Assessment
  - c. Creating Assignments
  - d. Critical Reflection
  - e. Mechanics of Homework
- IV. Resources for Teaching
  - a. Communication tools
  - b. Delivery tools
  - c. Experiential tools
- V. Evaluation of Course
  - a. Student evaluation
  - b. Self evaluation
  - c. Peer evaluation
  - d. "Closing the Loop"
- VI. Online Educator Toolbox
  - a. Understanding Copyright and Fair use
  - b. Ethical Use of Digital Resources
  - c. Accessibility Awareness

Each faculty member will be paired with a faculty member who has successfully taught online – the experience online teacher will serve as a personal mentor both during and after the program. The mentor will work with the faculty to enhance teaching skills and to adapt those skills to the online environment. The mentor will review and advise the faculty participant on their online teaching and course content.

The mentor will also assist with post-program teaching evaluations and will provide constructive feedback to assist the cohort member in honing learned skills. The mentor evaluation will use a prescribed evaluation rubric to provide formative feedback in the areas of course content, course design, and teaching.

The course will be aligned with the National Standards for Quality Online Teaching (NACOL)

## Appendix A

### References:

Ko, S; & Rossen, S (2008). Teaching online: A practical guide. Boston: Houghton Mifflin.

### Websites:

<http://www.sonoma.edu/users/n/nolan/501/default.htm>

<http://www.uwstout.edu/static/profdev/elearning/index.html#standards>

## Alignment with Strategic Plan

### Goal 6 Initiative 2 On-going Faculty Development Opportunities

Workshops devoted to pedagogy and curriculum development, successfully seeking grants, department chair workshops;

INDIANA STATE UNIVERSITY  
 COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES  
 DEPARTMENT OF RECREATION AND SPORT MANAGEMENT

MASTER OF SCIENCE OF SPORT MANAGEMENT

CONVERSION SCHEDULE FOR  
 DISTANCE EDUCATION SPORT MANAGEMENT COURSES

| Semester    | Courses to be Converted | By Who | Delivery date for Courses      |
|-------------|-------------------------|--------|--------------------------------|
| Fall 2010   | SPM 604                 | Bodey  | Fall 2011                      |
|             | SPM 631                 | Bodey  | Fall 2011                      |
|             | SPM 621                 | Sawyer | Fall 2011                      |
|             | SPM 622                 | Sawyer | Fall 2011                      |
|             | SPM 510                 | Sawyer | Summer 2012                    |
| Spring 2011 | SPM 623                 | Sawyer | Spring 2012                    |
|             | SPM 624                 | Sawyer | Spring 2012                    |
|             | SPM 627                 | Bodey  | Summer 2012                    |
|             | SPM 635                 | Bodey  | Spring 2012                    |
| Summer 2011 | SPM 637                 | Sawyer | Spring 2012                    |
|             | SPM 620                 | Sawyer | Summer 2012                    |
|             | SPM 629                 | Bodey  | Offered each semester & summer |
|             | SPM 692                 | Bodey  | Offered each semester & summer |