

Goal 3, Initiative 2: Ken Brauchle

Update to Online Course Development proposal:

The Online Course Development proposal (attached) was a two year project, year one of which was funded. This request is an update of the progress for FY 2011 as well as an update work plan for FY 2012.

Part 1 Foundational Studies Online Development:

The original plan called for training 14 faculty members and creating 14 new courses. Although we were successful in recruiting the requisite number of faculty were experienced higher than expected attrition. Nine faculty members completed the training and all will have their courses available for online in the coming academic year. The unexpected attrition is attributable to two causes: 1. Conflicting commitments of faculty. 2. Structure and focus of the training course. To help reduce the attrition we plan two actions: 1. Clearer estimates of the commitments faculty we need to make time wise. 2. A more hands-on approach to the training so that learning/course development happen concurrently. This hands-on approach was piloted in Spring 2011 with good results. We will increase the

We propose to increase the target number of faculty to train from 18 to 22 for the upcoming fiscal year to make up the short fall. FY 2011 was budgeted for \$32,000 of which \$21,000 has been committed. We are requesting to retain the remaining \$11,000 for FY 2012 and requesting an additional \$40,000 as detailed in the attached FY 2012 budget request.

Work Plan – Action Steps – Process – How?:

Action	Description	Completion
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 11 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 11 faculty	Approximately 15 February 2012

	members	
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 instructional designers is complete. Instructor should be prepared to offer the class online	01 September 2012

Budget FY 12

Stipends for faculty: \$44,000*

\$2000 per faculty member for 22 instructors completing online professional development and preparation of their FS course.

Mentor/facilitator: \$7,000*

Honorariums for experienced online faculty mentors/facilitators \$500 each for 7 facilitator/mentors each semester.

Total request \$40,000 plus \$11,000 of FY 2011 carry forward \$51,000 total.

Part 2. Master of Sports Management Conversion

The original work plan called for the conversation of 9 courses in FY 11. Seven courses have been completed and the remaining two are scheduled to be completed by July 01. The conversion of the remaining four courses is scheduled for FY 2012. Although all nine courses scheduled for completion this year should be complete, the approval and payment process will lag into August. I request we retain the remainder of any unobligated funds for FY 2011 as the work is complete or nearly so and the funds will be expended soon. We are also requesting the original FY 12 request of \$8,000 for development of the remaining four courses.

Work Plan – Action Steps – Process – How?:

Action	Description	Completion
Transform courses 10-13	The indicated faculty work with CIRT to transform these courses: SPM 637: Sawyer SPM 629: Bodey SPM 692: Bodey SPM 620: Sawyer	September 2011

Budget FY 12

Stipends for faculty: \$8,000

\$2000 per class for 4 classes

Project Foundational Studies Online

Start Date September 08, 2010

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

