NEW ONLINE PROGRAM DEVELOPMENT

REQUEST FOR PROPOSAL

SOUTHERN ILLINOIS UNIVERSITY
EXTENDED CAMPUS
Guidelines for Distance Education New Online Program Development

Introduction
Funding for Distance Education New Online Program Development will be provided by SIU Extended Campus for the development of new online programs.

The focus will be on the creation of certificates and undergraduate/graduate degree programs. Funds requested will include a remuneration of $5000.00 for each course and additional funds for laboratory intensive courses and related OTS.

Faculty are responsible for submitting necessary forms for new programs and program changes to the Office of the Associate Provost for Academic Programs. Ideally, these forms should be submitted at the same time as this proposal. All university approvals must be obtained prior to the final funding approval.

Eligibility
All faculty members within SIU are eligible to apply.

Interested faculty must attend a pre-proposal workshop offered by the Center for Teaching Excellence (CTE) and complete the SIU Online Development speed course prior to submitting the proposal. To register for a workshop, go to: https://tinyurl.com/yxs6y4l9

Questions about the workshop or speed course may be directed to CTE Director, Karla Berry, by email: k.berry@siu.edu.

Fundable Activities
This application is for full programs only with a focus on professional development sequences, certificates, and full degree programs. For individual course development requests, please use the Online Course Development application located at http://extendedcampus.siu.edu/resources/faculty-support/. Funds requested can be used as compensation and related OTS. An amount of $5000 will be provided for each developed course. All expenses must be justified in the budget narrative.

The distribution of funding incorporates a phased approach. Depending upon the amount requested and number of courses under development, it is possible for funding to spread across multiple fiscal years. This is helpful for program development planning and provides a longer window for progress to be monitored with adequate attention given to developing quality courses. In all cases, grant awards will be divided into two payments. One-half of the funding will be paid at the beginning of course development and the second will be paid when the course is complete, reviewed, and approved by CTE. If faculty is responsible for developing more than one course, first and second payments will correspond with the course development sequence, which should be included within the program development plan.
Expenses the award will cover

• Faculty/Instructor compensation for online course development. The compensation/remuneration will be an amount of $5000.00 for the faculty member of each course developed.

• Funds will be transferred to a local account within the faculty member’s department. If the department elects to use the funds as Faculty salary (Extra Compensation or NOA), it is responsible for creating and executing the faculty contract. If the funding is not used as salary, it is expected that faculty directly involved in developing the course(s) receive a benefit. The faculty member may elect to have the grant disbursed in the form of OTS (e.g. travel, equipment, contractual services, etc.).

Expenses the award will not cover

• Development of courses that are NOT part of a PDS, certificate or degree program to be offered to distance students.

• Development of online courses that expand an existing distance program without providing a new program option.

• Services or software readily available on campus.

INTELLECTUAL PROPERTY

Online programs developed with funds from SIU Extended Campus must be in compliance with University intellectual property policies and relevant copyright usage laws and standards. Intellectual property policies are available from the Office of Sponsored Projects and Administration.

DISABILITY ACCOMMODATIONS

It is the policy of Southern Illinois University to comply with the provisions of Americans with Disabilities Act, 42 U.S.C.A. Section 12101, et seq. (“ADA”). The ADA prohibits discrimination against qualified individuals with disabilities on the basis of their disability. The ADA provides, in part, that “no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity, or be subjected to discrimination by any such entity.” All applications submitted must provide verification that the program’s courses and educational materials developed will be compliant with the ADA requirements. Southern Illinois University Web Accessibility Guidelines can be found at: https://web.siu.edu/accessibility/
SUBMISSION AND REVIEW SCHEDULE

APPLICATION REQUIREMENTS

All applicants are required to submit a narrative (complete description of the program and courses) following the guidelines listed below. Electronic submissions only to:

dunston@siu.edu

Narratives should be no more than five pages. Applications will be reviewed by the Distance Education Council.

Include the following elements in your proposal:

I. Statement of Commitment - Statement signed by the department chair and the dean acknowledging their commitment to offer the proposed program.

II. Project Overview, Budget Justification - Submit a description of the program that includes:

   a. Description – Describe the program and courses included. Include rationale describing educational benefits, and anticipated new enrollment. Include a draft syllabus for each of the courses in the program.

   b. Target Audience - Indicate the intended known audience and market for the program.

   c. Project Team - Identify faculty who will develop the program for students at a distance. Indicate whether additional support staff, including graduate assistants and student workers, will be required for development.

   d. Consultation with Center for Teaching Excellence (CTE) - Provide verification that the project team/faculty member has attended a CTE pre-proposal workshop. Verification of completion of the Online Development Speed Course of each faculty member must be included. Continued consultation with CTE must be apparent in the planning stages and project timeline.

   e. Planning Stages and Timeline- Include a work plan and timeline for development and completion date of the proposed activities and related tasks. Timeline should include the first semester the proposed program will be offered. Continued consultation with CTE must be apparent.

   f. Budget Plan - List a general breakdown of funds required to develop the program.

   g. Delivery - Describe the technologies, materials, and instructional approach that will be used to deliver the courses. The description may include use of asynchronous or synchronous delivery, and specific educational technology tools that will be used.

   h. Faculty and Student Support - Describe in detail the support for the faculty and students necessary to make program delivery successful.

   i. Assessment - Provide a plan for formative and/or summative assessment, particularly in regard to measuring student-learning outcomes at a distance. Include any plans for the use of technology to grade student work. D2L also has the grade book and assessment criteria that can be referred to and used. Also, provide any plans to measure competencies across the courses in the program.

Rev 08182020
III. Reporting Requirements – An interim report outlining the process of program development is due by each semester’s end (i.e. Fall and Spring only). The report should include:
   a) Status of each course’s development within the online program as per time line stated in the application (state whether the courses and program development is on schedule or not.)
   b) Justification/explanation if there is a delay in completing the development of the courses.
   c) Any other issues relating to delay in the progress of program development.

Additional Remuneration for Developing Laboratory Intensive Online Courses

It is recognized that lab-intensive online course development typically requires investment of time and effort beyond a lecture-only course. To incentivize faculty, additional funding may be available for courses that have substantive laboratory activities that include scientific or engineering test instruments and apparatus. These courses will normally fall in the Natural and Applied Sciences, Engineering, Engineering Technology, Agriculture, Information Systems, and Information Technology disciplines. The lab activities should satisfy two or more of the criteria below:

1. Require students to do experiments using portable kits or miniaturized test tools.
2. Require substantial use of either physical components or virtual environments to conduct experiments.
3. Require the course developer to do substantive pedagogical work beyond the normal requirements for lecture preparation because of lab or experiment components.
4. Require students to do more than 20% of the course conducting experiments in a simulated or controlled computing or non-computing environment.

Typically, these lab experiences will be a separate (stand-alone) courses that are tied to a lecture-based course such as 253A College Physics Laboratory or a course with extensive lab activities embedded within the course, such as EET 238 Digital Fundamentals, ISAT 224 Network Fundamentals.

Given the course requires and meets the two or more of the criteria mentioned above for developing the course, an additional remuneration of $1000 will be paid to the faculty.
REVIEWSCHEDULE

Submit applications electronically to:

dunston@siu.edu

Funding applications are due by October 30, 2020 (Fall submissions) and March 31, 2021 (Spring submissions). The Distance Education Council will review applications and applicants will be notified by November 30 or April 30, respectively.

SELECTIONCRITERIA

Online programs will be selected to receive funding based upon the following:

1. Thoroughness of the completed proposal.
2. Faculty has attended a CTE pre-proposal workshop and completed the Online Development Speed Course. Continued consultation with CTE is built into the program development timeline.
3. Program courses incorporate quality online instructional approaches.
4. Program seeks innovative and interactive approaches to online learning and targets a sizeable number of students.
5. Program demonstrates engaging learning experiences, opportunities for students to practice and apply knowledge, and methods to check learning and provide feedback to distant students.
6. Program demonstrates extensive interaction between student and faculty, student and student, and student and course content. These can include, but are not limited to; chats, discussion, Web conferencing, podcasting, content interaction, group projects, simulations, and blogging.
7. Proposal clearly describes the design strategies and is realistic according to the proposed development timeline.
8. Proposal should speak to the need for providing this material in an online format, which should also incorporate enrollment goals.
ONLINE PROGRAM DEVELOPMENT (Each Course)
Funding Application

COURSE: Subject Area Code: ______  Number: ______

Full Title: ________________________________________________________________

HOURS: ______

COURSE DESCRIPTION:
______________________________________________________________

Name of Applicant: ___________________________________________  NTT____  T/TT _____

College: ____________________________

Contact Information: ________________________________________________

CENTER FOR TEACHING EXCELLENCE

Person you met with in CTE: ______________________________

Date of meeting with CTE: ______  Date Online Development Speed Course completed: ______

PLEASE PROVIDE THE FOLLOWING IN A SEPARATE DOCUMENT FOR EACH COURSE

1. CONTENT: Provide an overview of the program and the course content for each of the courses in the program.

2. LEARNING OUTCOMES: List the objectives and the corresponding learning outcomes for each course.

3. DELIVERY: Describe the technologies, materials, and instructional approach that will be used to deliver the courses.

4. DESIGN: Describe the types of learning experiences planned for each course and the opportunities for students to practice and apply knowledge.

5. INTERACTION: Describe the types of interaction planned for each course between student and faculty, student and student, and student and course content. Include how you plan to provide feedback to distant students.

6. ASSESSMENT: Provide a plan for evaluating students and for measuring course-learning outcomes.

7. TIME LINE: Provide your work plan and timeline for development and completion.
**Signature Page**

Final payment is contingent upon completion of the course development within D2L and upon review and approval by the Center for Teaching Excellence.

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Julie Dunston  
Acting Executive Director, Extended Campus

Approved  Not Approved