

SIU EXTENDED CAMPUS  
ONLINE PROGRAM DEVELOPMENT GRANT APPLICATION  
Funding Application Guidelines

**Funding for New Fully Online Program Development**

**Introduction**

Distance Education Online Program Development funding is provided by SIU Extended Campus for the development of graduate or undergraduate professional development sequences (PDS), certificates, or programs for the online learning environment.

**Eligibility**

All faculty members within SIU are eligible to apply. New and existing graduate or undergraduate programs, certificates, or professional development sequences will be considered.

**Fundable Activities**

*This application is for new fully online programs, certificates, or professional development sequences.*

This initiative is principally to provide development funding for new fully online programs, professional development sequences, or certificates. Funds requested may include \$5000 for the faculty member developing each course and an additional \$1000 for each course that needs laboratory instruction. Funds will be transferred to a local account within the program's unit administration.

If the unit 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.).

**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:

- Require students to do experiments using portable kits or miniaturized test tools.
- Require substantial use of either physical components or virtual environments to conduct experiments.
- Require the course developer to do substantive pedagogical work beyond the normal requirements for lecture preparation because of lab or experiment components.
- 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 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 two or more of the criteria mentioned above for developing the course, an additional remuneration of \$1000 will be paid to the faculty.

**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 comply 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>.

Questions may be directed to Center for Teaching Excellence Director, Karla Berry, (k.berry@siu.edu) or to Extended Campus Interim Executive Director, Julie Dunston (dunston@siu.edu).

## **SUBMISSION, FUNDING, AND REVIEW SCHEDULE**

Submit applications electronically to:  
**dunston@siu.edu**

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

If funded, payments will be disbursed contingent upon completion of the following:

1. First payment upon completion of one module per course/lab in template provided by CTE.
2. Development of course using CTE template and QM rubric.
3. Continued participation in CTE Online Faculty Development Activities.
4. Final payment upon completion and quality review by CTE.

Include the following elements in your proposal:

- I. Statement of Commitment - Statement signed by the unit administrator and the dean acknowledging their commitment to offer the proposed program online.
- II. Attach a draft syllabus for each course in new online program, certificate, or PDS.
- III. Project Overview and Budget Justification
  1. Describe the program, and include a rationale describing the educational benefits, and description of anticipated new enrollment.
  2. Indicate the intended known target audience and market for the program.
  3. Identify faculty who will develop and later teach the courses to be offered in the new online program, certificate, or professional development sequence.
  4. Indicate whether additional support staff, including graduate assistants and student workers, will be required for development.
  5. Include a work plan and timeline for development and note completion dates for each of the proposed activities and related tasks. Timeline should include the first semester the proposed program will be offered. Continued consultation with the Center for Teaching Excellence (CTE) must be apparent.
  6. List a general breakdown of funds required to develop the program.
  7. 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.
  8. Describe in detail the support for the faculty and students necessary to make program delivery successful.
  9. 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.
- IV. 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:
  1. Status of each course's development within the online program as per timeline stated in the application (state whether the development plan is on schedule or not.)
  2. Justification/explanation if there is a delay in completing the development plan.
  3. Any other issues relating to delay in the progress of program development plan.

## SELECTION CRITERIA

Submissions will be selected to receive funding based upon the following:

1. Thoroughness of the completed proposal.
2. Course design incorporates quality online instructional approaches recommended in QM Rubric.
3. Courses seek innovative approaches to online learning.
4. Course plans demonstrate strong learning experiences, opportunities for students to practice and apply knowledge, and appropriate assessment methods to check learning and provide feedback to distant students.
5. Courses demonstrate extensive interaction between student and faculty, student and student, and student and course content. These can include, but are not limited to; chats, discussions, Web conferencing, podcasting, content interaction, group projects, simulations, and blogging.
6. Proposal clearly describes design strategies and is realistic according to the proposed development timeline.
7. Proposal should speak to the need for providing this material in an online format, which should also incorporate enrollment goals.

