

10. NEW DIRECTIONS AND BUDGET MODIFICATIONS

New Directions

Before starting to address the new directions this project will be going, it is essential to declare that one existing goal of the project must now be modified. The original project targeted the development of approximately 99 courses making up, in part, four undergraduate degree completion and four graduate degree programs. The project directors have determined that two of the graduate degree programs (Interdisciplinary Studies and Electrical Engineering) do not have the departmental and College support to be developed and offered as distance education graduate degree programs. Therefore, these two graduate degree programs will no longer be targeted as distance education programs and as a part of this grant project. The project will continue to concentrate and direct resources toward the further development of program courses in the following degree areas:

Table 9. Distance Education Degree Programs

| Undergraduate | Degree |
|----------------------|--|
| | Liberal Studies |
| | Natural Resources |
| | Environmental Sciences |
| | General Agriculture |
| Graduate | Degree |
| | Nutrition and Food Management |
| | Teacher and Counselor Education/Preparation/Certification |

Oregon State University is also proposing two additional directions or targets for the second and third years of the project. These are: 1) Graduate Certificate Programs, and 2) Non-Credit Professional Development Certificate Programs.

Graduate Certificate Programs. OSU has created policy to allow for the development and delivery of university approved Graduate Certificate Programs. Graduate Certificate Program policy has been developed to insure that OSU can begin to provide continuing professional development, at the graduate level, in a timely manner. The OSU Distance Education Project will begin working with Departments and Colleges in year two to identify needed graduate certificate programs, and begin the planning and development of these certificate programs.

Definition. A graduate certificate program is a structured progression of graduate level courses that constitute a coherent body of study with a specific defined focus within a single discipline or a logical combination of disciplines. It is

designed for a post-baccalaureate participant and reflects the educational mission of the University.

Program Coordination. DCE will work with a designated graduate certificate program coordinator that is assigned to oversee each individual program. The program coordinator is responsible for all aspects of administration of the program - applicant screening, admissions recommendations, and annual reporting to the graduate school. The Graduate School is responsible for certification of program completion.

Curriculum. DCE will work with selected Departments and Colleges to develop the certificate courses that are designated as a structured progression or collection of courses approved and offered for graduate degree credit at OSU. The curriculum consists of a minimum of twenty-four (24) quarter credit hours, and may include a final project, portfolio, or report for integration of the sequence of course materials. Up to 8 quarter credit hours may be transferred toward a 24 credit hour graduate certificate.

Goal(s). 1) DCE will identify which OSU departments are considering, or beginning to develop, graduate certificate programs. 2) DCE will work with these departments to seek approval to offer these certificates via distance education. 3) DCE will select one or two graduate certificate programs to pilot test as distance delivered.

Non-Credit Professional Development Certificate Programs. OSU has created policy to allow for the development and delivery of university approved Non-Credit Certificate Programs. Non-Credit Certificate Program policy has been developed to insure that OSU can begin to provide continuing professional development and package those educational modules or courses as “branded” certificates from OSU. The OSU Distance Education Project will begin working with Departments, Colleges, and the private sector (business and industry) in year two to identify needed professional development/certificate programs, and plan and develop these certificate programs.

Goal(s). 1) DCE will identify which OSU departments are considering, or are beginning to develop, professional development non-credit certificate programs. 2) DCE will work with these departments to offer these certificates via distance education. 3) DCE will select one or two non-credit certificate programs to pilot test: planning, design, development, and delivery via distance education. 4) DCE will work collaboratively with selected Oregon companies to identify needed non-credit certificate programs. DCE will then design, develop, and deliver at least two non-credit certificate programs throughout the state. 5) In year two of this project, DCE will design, develop, and deliver at least one online (web-based) non-credit certificate program to be delivered asynchronously, anytime, anywhere...statewide.

Online Student/Course/Faculty Assessment. One of the deliverables of the FIPSE grant is “an assessment tool...developed to evaluate all developed courses, regardless of delivery modality, for effectiveness. This tool will check student satisfaction with the technology, student service evaluation, course evaluation, and faculty evaluation. The existing OSU course evaluation instrument has not proven to be useful for gathering this data for distance education. In lieu of this instrument, individual units have been given the authority to develop their own evaluation instruments and Distance Education has chosen to do so.

There exists a need to develop a course-embedded assessment, evaluation of use of distance-delivery technologies, student services evaluation, course evaluation, and faculty evaluation. There are instances where common course-embedded assessments might be possible in both online and face-to-face versions of the same course. Common assessments if designed and administered carefully could yield powerful information regarding student learning under different delivery systems.

Although resources were dedicated over the first year of the project to the development of a distance education evaluation instrument, the product has not been completed. Over the second year of the project, DCE will work with NCHEMS, the OSU Faculty Senate, and the university central computing unit to complete and test an online student evaluation instrument for distance education. It is projected that this instrument will then be made available for all distance education courses offered by OSU regardless of their delivery modality.

Faculty Participation in Distance Education. In the second year of the grant, administrators, faculty, and staff will develop policies and incentives to overcome obstacles to faculty participation in the distance education course development process. For example, there is a Writing Intensive Curriculum (WIC) program on the OSU campus that faculty members go through in order to be certified. This program might be a good example to look at and determine why it holds prestige for faculty members. In addition, and keeping with the rationale given in the proposal, during course development some consideration might be given to gathering and integrating business, industry and corporate input regarding the course development process. Also, faculty who are developing distance education courses should be encouraged by their deans and department chairpersons to have their work peer-reviewed and included in tenure, promotion, and post-tenure dossiers.

Defining the Course Development Process. Distance Education will develop and apply a flow chart indicating the steps in the course development process that integrates interactions with the various aspects of the Course Development Team. This flow chart will then be used to determine where obstacles in the course development process remain and what policies might be implemented to overcome them. A “shadow” flow chart of resources will also be developed to

provide a useful accounting of monetary, human resource, and physical resource flow.

Budget Modifications

In order to support the new OSU project directions in the target areas of Graduate Certificate programs and Non-Credit Professional Development Certificate Programs, we will be transferring 15% of the remaining project funds to an index for the development of distance education Graduate Certificate programs and 15% of the remaining project funds to an index for the development of distance education Non-Credit Certificate programs.

An additional need to transfer project funds has developed over this first year. In order to continue the project outreach and create new regional contacts in community colleges, business and industry, peer institutions, K-12 institutions, and state government OSU will be transferring 5% of the remaining project funds into an index for travel.