Supporting the Transition and Adaptation of Academic Programs for Online Delivery: An Analytic Framework

Submitted to the UNC Charlotte Scholarship for Teaching and Learning Grants Program

Meredith DiPietro, Department of Educational Leadership

Supporting the Transition and Adaptation of Academic Programs for Online

Delivery: An Analytic Framework

ABSTRACT

The field of online learning research spans the context of educational settings, providing recommendations and strategies for adapting traditional, face-to-face courses for online delivery. Underlying this work are analytic reports of the transitional process, as well as data collected from students and faculty, to determine the effectiveness and academic success of online course strategies. While this work serves to inform the adapting of a course or series of courses, an area in need of further investigation is the adaptation of academic degree programs for full online delivery. There are many dimensions of the online degree transition process not accounted for in current literature, such as the adaptation of administrative, instructional, and academic support strategies to meet the demands of online program delivery. The goal of this proposal is to conduct an in-depth investigation into the Instructional Systems Technology MEd online degree program offered through the Department of Educational Leadership to understand and articulate the process of transition in order to develop a cohesive plan outlining strategies for meeting the needs of the IST program, faculty, and students. The outcomes of analysis and developed plan will document the ongoing program evaluation process, which will be used to develop a framework for administrative, programmatic, and instructional leaders throughout the UNCC community to support the transitioning face-to-face programs for 100% online program delivery.

Budget Request for SOTL Grant
Year ___2011-2012___

Joint Proposal? ____ Yes __X__ No

Title of Project   Supporting the Transition and Adaptation of Academic Programs for Online Delivery: An Analytic Framework

Duration of Project   January, 2011 – December, 2012

Primary Investigator(s)   Dr. Meredith DiPietro

Email Address(es)   mdipietr@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates)   N/A

Allocate operating budget to Department of   Educational Leadership

Account #	Award	Year One January to June	Year Two July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	$ 3850.00	$ -
911250	Graduate Student Salaries	$ 2000	$1500.00
911300	Special Pay (Faculty on UNCC payroll other than Grantee)		
915000	Student Temporary Wages		
915900	Non-student Temporary Wages		
920000	Honorarium (Individual(s) not with UNCC)		
921150	Participant Stipends		
925000	Travel - Domestic		
926000	Travel - Foreign		
928000	Communication and/or Printing		
930000	Supplies		
942000	Computing Equipment		
944000	Educational Equipment		
951000	Other Current Services		
	Subtotal	$ 5850.00	$1500.00
	GRAND TOTAL	\$ 7350.00	

Attachments:

1.   Attach/provide a narrative that explains how the funds requested will be used.

2.   Has funding for the project been requested from other sources? ___ Yes   X No.
        If yes, list sources.

BUDGET NARRATIVE

The proposed project, *Supporting the Transition and Adaptation of Academic Programs for Online Delivery: An Analytic Framework,* will be implemented during the 2010-2011 academic year. The outcomes of research activities associated with this project will serve to enhance the quality of UNC-C online degree programs and courses.

Personnel

The costs of this project are divided between one faculty member and one graduate assistant for the 2010–2011 academic year. The faculty stipend will allow the project PI, Meredith DiPietro, to complete data analysis and develop the framework to inform the design and implementation of online degree programs during the 2nd Summer Session of 2011. During the 2nd Summer Session of 2011, the PI will be neither teaching nor receiving a stipend from another Faculty Development Program. In January 2011, a graduate assistant will be hired at a rate of 10$ per hour. The graduate assistant will work 10 hours per week for 35 weeks during the academic year (20 weeks during year 1; 15 weeks during year 2), and collaborate with the PI to complete research tasks outlined in the project narrative and timeline.

UNC CHARLOTTE
College of Education

Office of the Dean
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8722, www.uncc.edu

MEMORANDUM

TO: Scholarship of Teaching and Learning Grants Committee

FROM: Mary Lynne Calhoun
                Dean

DATE: October 28, 2010

RE: Support for proposal: *Supporting the transition and adaptation of academic programs for online delivery: An analytic framework*

As UNC Charlotte moves toward an increasing number of courses and programs that are delivered 100% online, important questions arise about the quality and impact of those programs and about the necessary administrative supports. This Scholarship of Teaching and Learning proposal provides an important framework for examining those questions and offers the promise of support for University administrators and faculty as they consider the transitioning of some courses and programs from face-to-face delivery to online delivery.

The proposal focuses on the M.Ed. in Instructional Systems Technology, housed in the Department of Educational Leadership; this M.Ed. is one of the few degree programs at UNC Charlotte which has made the transition from face-to-face instruction to exclusively online instruction. The documentation and analysis of this transition will be used to develop a framework for administrative, programmatic, and instructional leaders throughout the UNC Charlotte community to guide effective online degree development.

I am pleased to offer my strong support for this timely proposal and my confidence in Dr. DiPietro's capacity to complete a study which will have a positive impact on teaching and learning at UNC Charlotte.

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October 25, 2010

To Whom It May Concern:

The purpose of this letter is to endorse Dr. Meredith DiPietro's proposal for a Scholarship of Teaching and Learning grant titled *Supporting the Transition and Adaptation of Academic Programs for Online Delivery: An Analytic Framework.*

The goal of Dr. DiPietro's proposal is to analyze the extent to which UNC Charlotte's M.Ed. in Instructional Systems Technology (IST) on-line degree program meets the goals and needs of the IST program, faculty, and students. Through the grant, Dr. DiPietro hopes to improve our understanding and articulation of how academic programs can transition from face-to-face to 100% on-line delivery. Her work will address a substantial gap in current on-line learning literature and has the potential for impacting the substance and quality of the design, development, and implementation of on-line academic programs at UNC Charlotte.

Dr. DiPietro is extremely qualified to conduct the work associated with this grant. Having earned her doctoral degree from the University of Florida in 2008, she has served as a tenure-track Assistant Professor of Instructional Systems Technology at UNC Charlotte for the past two years. Her record of teaching and scholarship has been excellent. She has published an array of articles in refereed journals focused on virtual schooling and digital gaming as they intersect with educational psychology. She has contributed significantly as an assistant editor of the *International Journal of Gaming and Computer-Mediated Simulations* and has reviewed manuscripts for other major journals in her field. She recently submitted an impressive dossier for re-appointment to her position of Assistant Professor. I have complete confidence that she will be re-appointed to this position during 2010-2011.

I strongly support Dr. DiPietro's receipt of this grant. If you have any questions, feel free to contact me.

Sincerely,

Dawson R. Hancock, PhD
Chair

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PROJECT NARRATIVE

SPECIFIC AIMS

In 2008, the Instructional Systems Technology Masters of Education (MEd) degree program offered through the Department of Educational Leadership in the College of Education transitioned to a 100% online delivery format. Preparations undertaken to initiate the online version of the IST MEd program effectively set the stage for administrative and instructional tasks related to the program, such as program and course enrollment, and the adaptation of coursework to best align with the online medium of delivery. During the first two years of implementation, IST faculty have continued to build upon the solid foundation of program planning to address unanticipated student needs in completion of coursework and program degree requirements.

Course evaluation data, student outcomes, and personal reflections regarding course and program effectiveness are strategies currently used by IST to facilitate ongoing program evaluation and modification. These revisions reflect the commitment of IST faculty to ensure the alignment of pedagogy and content with student academic needs and the online medium of delivery. Ongoing evaluation is a critical component of any academic program to ensure the rigor and quality of the learning opportunities offered to students.

As the program continues to enroll students, documenting gains from the ongoing evaluation process, the strategies implemented to address the unanticipated course and program needs of IST faculty and students, and reflections regarding the challenges experienced over the past two years could provide valuable insight for other academic programs in other UNC-C departments and colleges. The purpose of this project is to conduct an in-depth investigation into the transition of the Instructional Systems Technology Online MEd Program to a 100% online format in order to concisely represent the growth and evolution of the IST program over the last two years and develop a framework to outline the differentiated strategies used to facilitate program planning, development, and implementation, support IST faculty and the use of pedagogic strategies to facilitate

course delivery, and support student success and program completion for use by other academic programs to support their transition from a face-to-face to an online program.

The following two questions will facilitate the methods implemented during this study to develop the framework to guide the design, development, and implementation of online degree programs at UNC-C:

1. During the online program planning, what issues related to program implementation, faculty and course delivery, and student success and program completion were anticipated and accounted for?

2. Over the past two years, what issues related to program implementation, faculty and course delivery, and student success and program completion have emerged and how have they been addressed?

These two questions will be used to form an understanding in relation to three categories of processes associated with the IST online MEd program, which will serve as focal points for developing the analytic framework:

I. *Program Planning and Implementation*: This category will address overarching programmatic processes and procedures that inform and direct the strategies associated with the communication and dissemination of academic requirements, student admission and course registration, and logistical issues related to the 100% online format of the program.

II. *Faculty Support and Course Delivery*: This category will address the support strategies to facilitate the completion of administrative, instructional, and advising tasks of IST faculty via an online medium. In addition, this category will encompass the varying pedagogic strategies used to facilitate content delivery and student learning in the spectrum of program coursework.

III. *Student Success and Program Completion*: This category will address the elements of the IST program, IST courses, and existing strategies for supporting student's completion of graduation and program requirements.

Specific objectives of the proposed project to address the questions above will focus on the implementation of an analytic process to assess and concisely represent the evolution of the IST program over the past two years and development of a framework to facilitate the transition of face-to-face academic programs in other UNCC departments and colleges for a 100% online format. The project objectives are as follows:

I. *Program Planning and Implementation*

    1. Document the process of program development and implementation with regards to anticipated and unanticipated challenges to effective implementation, such as the communication strategies for dissemination of program requireme*nts,* revision plans for IST courses for online delivery, processes associated with program admission and student registration, and the strategies used to address them.

    2. Develop strategies and recommendations to support Program Planning and Implementation based on the analysis of initial program strategies and those developed over the past two years since initial program implementation.

II. *Faculty and Course Delivery*

    3. Document the processes and strategies used to provide administrative support for IST faculty and their use of technological and pedagogic strategies to align with the content, needs of students, and online medium of course delivery.

    4. Document the processes implemented by individual IST faculty members to address unanticipated needs or challenges experienced in regards to their use of technology and pedagogy to provide effective student support.

    5. Develop strategies and recommendations to support Faculty and Course Delivery based on the analysis of initial program strategies and those developed over the past two years since initial program implementation.

III. *Student Success and Program Completion*

6. Document anticipated obstacles or challenges related to student's completion of coursework or program requirements and associated strategies developed to address them.

7. Document unanticipated obstacles or challenges related to student's completion of coursework or program requirements and the differentiated strategies used by faculty to address them.

8. Develop strategies and recommendations to support Student Success and Program Completion based on the analysis of initial program strategies and those developed over the past two years since initial program implementation.

Project Rationale

Addressing the specific goals and objectives listed above will serve to enhance the quality of UNC-C online degree programs and courses:

- The outcomes of the analysis and developed plan will document the ongoing program evaluation process, which will be used to develop a framework for administrative, programmatic, and instructional leaders throughout the UNC-C community to support the transitioning face-to-face programs to 100% online program delivery.

- The development and creation of an IST program web portal for IST faculty and students: A web-based environment would be developed to build upon existing support strategies for faculty and students.

  o An area of the web portal would be restricted to IST faculty, and designed to be a mechanism for faculty to document the implementation of strategies to address obstacles/barriers, and collaboratively address the use of strategies for facilitating program implementation and creation of support materials for students.

  o A second area of the web portal would be designed for students enrolled in the IST program, and serve as a medium for providing students with access to facilitate the communication and dissemination of program and course

information to support their completion of program requirements. Developing a web portal to disseminate this information would streamline student access to materials and establish a virtual community space for IST students. Furthermore, the structure, format, and organization of the web portal can be used by other UNC-C departments and colleges to facilitate the communication and dissemination of program information as part of transitioning to a 100% online format.

Further Rationale for the Project

The framework documenting the initial processes and ongoing evolution of the strategies used to facilitate program implementation, support faculty course deliver, and address student course related and program needs would serve as a model to inform and guide other academic programs for transitioning from a face-to-face to 100% online delivery of coursework and program administration. In addition, the process and methods associated with this investigation could be used as a template for the evaluation of existing UNC-C online degree programs.

Impact of the Study on Undergraduate and Graduate Student Success and Learning

The findings of this study will potentially impact undergraduate and graduate student success and learning, as well as the broader context of online learning and program design and development, by supporting the quality development and implementation of online degree programs across UNC-C department and colleges. The framework developed through the analysis of documentation of initial program design and development will be disseminated through a faculty and student web portal. The framework and supportive materials describing the process and strategies associated with the adaptation and transition of the IST MEd program for online delivery will be made available to departments and colleges of UNC-C. In addition, as a result of the web based nature of disseminating

project materials, outcomes of this work can impact undergraduate and graduate student learning at a national level.

Additionally, opportunities to establish a collaborative partnership with the University of North Carolina at Charlotte's Center for Teaching and Learning will be explored for disseminating the outcomes of this work. Potential outcomes of this collaboration would include workshops and professional development sessions offered to UNC-C administrative and instructional staff interested in transitioning current face-to-face programs offered to a fully online format.

LITERATURE REVIEW

Current research in the field of online learning spans the context of educational settings, providing recommendations and strategies for adapting traditional, face-to-face courses for online delivery. Underlying this work are analytic reports of the transitional process, as well as data collected from students and faculty, to determine the effectiveness and academic success of online course strategies. While this work serves to inform the adapting of a course or series of courses, an area in need of further investigation is the adaptation of academic degree programs for full online delivery to account for necessary changes to administrative, instructional, and support strategies in order to address the demands of online program delivery (Adams, 2008; Chapman; Mariasingam & Hanna; Benson; Mchrory & Saners, 2009).

SLOAN-C, a nationally recognized online learning organization, has published reports regarding the use of strategies to effectively support student learning in online environments that have had a significant impact on the field. The distinguishing characteristic of online programs defined by SLOAN-C is the delivery of 80% or more of content delivered online. Though a contemporary representation of the majority of online instructional contexts, this proposal seeks to add a further level of distinction to existing definitions to account for online programs that deliver 100% of course content and program information online.

As this proposal seeks to address this gap in current online learning research, the following guidelines represent a synthesis of recommendations and strategies associated with online program effectiveness. The quality characteristics outlined below were derived from reports published by nationally recognized online learning organizations and research based articles published in peer reviewed journals:

- Use of a centralized system to disseminate and communicate program requirements, expectations, and processes for program faculty and students (McCarthy & Samors, 2009; Mariasingam & Hanna, 2006; Lezberg, 2007).

- Utilize a system for informing students regarding the program's educational objectives, coursework, and requirements (Johnstone, 2002; Bonk & Dennen, 2007; SLOAN-C, 2010).

- Establish technology support policies and support the integration of multiple forms of technology for use by students and faculty throughout the program (McCarthy & Samors, 2009; SLOAN-C, 2010).

- Establishing a plan for supporting faculty in the design and development of online coursework in relation to instructional design of instructional materials and selection of pedagogic and technology strategies used to facilitate course delivery (O'Neil, 2006; Coppa, 2004; Lee & Hirumi, 2004; Schrum & Benson, 2002; SLOAN-C, 2010).

- Use of program, course, and communication strategies that are flexible, responsive to student needs, and utilize a variety of technological approaches (Fenstermacher & Richardson, 2005; McGorry, 2003).

- Establish a plan for the review of program courses to ensure quality and rigor (IHEP, 2000; SLOAN-C, 2010).

- Use of multiple strategies to facilitate student interaction with faculty, content, and other students in support of individual learning. (Vogel & Oliver, 2006).

An overarching theme to represent the quality characteristics listed above is the use of consistent academic, administrative, and support resources for faculty and students, which

provides a basis for justifying a rational for any framework developed to guide the transition of programs from a face-to-face to an online delivery format. The challenges and obstacles to online program delivery evidenced in the literature are equally important to consider in developing a framework for the design and development of online programs. The following represents consistent challenges to online program delivery addressed in the published reports and research based literature reviewed for this proposal:

At the administrative level:

- Tracking students post-graduation progress (Aggarwal, Adlakha & Mersha, 2005).

- Establishing a process to efficiently monitor and pace student progress toward program completion (Aggarwal, Adlakha & Mersha, 2005; Zygouris-Coe, Swan & Ireland, 2009, McCarthy & Samors, 2009, SLOAN-C, 2010).

At the faculty and course level:

- Lack of preparation for teaching in a Web-based setting (McKenzie, Mins, Bennett, & Waugh, 2000; Bonk, 2001; Wilson, 2001).

- Increased time and effort required to develop online course (McCarthy & Samors, 2009).

- Providing individualized, prompt feedback to students (Jones, Asensio, & Goodyear, 2000).

- Selecting and integrating a variety of communication, feedback, and content delivery strategies meet the needs of the spectrum of online student needs (Aggarwal, Adlakha & Mersha, 2005; Tham 2005).

- Supporting faculty to select and integrate online, interactive elements that facilitate faculty-student and student-content interaction (Tham, 2005).

At the student level:

- Ensuring technical preparedness (Appana, 2008; Tham, 2005).

- Self-pacing and self-regulation associated with completing program and course related tasks (Bonk & Dennen, 2007).

- Time management (Aggarwal, Adlakha & Mersha, 2005).

METHODS

The purpose of this project is to conduct an in-depth investigation into the transition of the Instructional Systems Technology Online MEd Program to a 100% online format in order to concisely represent the growth and evolution of the IST program over the last two years. Outcomes of this investigation will be used to develop a framework that outlines the differentiated strategies used to facilitate program planning, development, and implementation, support IST faculty and the use of pedagogic strategies to facilitate course delivery, and support student success and program completion. The work associated with this proposal will be carried out in two phases, and the methods associate with each phase are described below:

Phase I: Documenting the initial design, development, and evolution of the IST Online MEd program during the first two years of implementation

The PI, in collaboration with the Graduate Assistant, will collect program planning and implementation materials and categorize materials to concisely represent the anticipated challenges and associated strategies addressed by materials in relation to: Program Planning and Implementation, Faculty Support and Course Delivery, Student Success and Program Completion.

Program Planning and Implementation

At the start of the proposed work the IST Program Coordinator, Dr. John Gretes, will be consulted to identify and access core planning materials associated with the design and development of the IST MEd degree program to a fully online format, such as the proposal submitted to the UNC-C Graduate School for program approval. The materials collected to document the process of transitioning the IST program for online delivery will be reviewed and categorized to identify strategies developed to address anticipated needs associated with online delivery, such as:

- Initial program planning documents related to changes implemented to the administrative process of program implementation, such as program and course registration.

- Initial program planning documents related to changes in course revisions and redesign for online delivery.

- Initial program planning documents related to technology support strategies to support IST students and faculty.

- Documentation of IST student enrollment, retention, and degree completion during the first two years of the online program implementation.

<u>Faculty Support and Course Delivery</u>

In order to inform the component of the framework related to strategies for faculty support and course delivery, a focus group will be conducted with the IST faculty (4) to gain an understanding for their experience implementing strategies to satisfy the administrative and instructional dimensions of their role during the first two years of the IST online program implementation. Specifically, the focus group will be used to gain knowledge regarding:

- The anticipated challenges addressed by the initial program materials, faculty/course, and student support.

- The unanticipated challenges experienced by IST faculty, and strategies used to address overcome issues related to program implementation, faculty/course, and student support.

The conversation will be recorded and transcribed. The transcription of the focus group session will be analyzed using qualitative coding techniques to identify and categorize the strategies described by faculty for addressing anticipated and unanticipated issues related to administrative, instructional, and advising tasks. The PI will engage in ongoing conversations with IST faculty to provide elaborations to conversations had during the focus group, as necessary.

Student Success and Program Completion

The PI will develop surveys for current and former IST MEd graduate students based on the outcomes of review and analysis of program materials and focus group with IST faculty. Currently, end of course evaluation surveys are distributed each semester. While outcomes from these surveys provide valuable information for improving course related materials and activities, the evaluations do not address student perceptions of the program as a whole. The survey will be developed to gain insight regarding the experience of IST online degree students and their perception of existing strategies to support completion of graduation and program requirements. This survey will be distributed to two populations:

1. Students that graduated the program within the past year and participated in at least one full year of online program implementation.

2. Students that are currently enrolled in the program.

The PI, in collaboration with the Graduate Assistant, will design an online survey distribution tool for the student survey. The Graduate Assistant will also collect email addresses for IST student currently enrolled in the program, and those that graduated between the Spring 2008 and Spring 2010 semesters, which will be used to disseminate the survey to current and former IST students during the Fall 2011 semester.

Phase II: Developing a Framework to Facilitate the Design, Development, and Implementation of Online Degree Programs

Upon completion of the document analysis of program materials, analysis of data associated with the faculty focus group, and dissemination of the student survey, the PI will begin the process of synthesizing the results to develop an analytic representation of the strategies and processes associated with the transition of the IST program to a fully online format. The analytic representation will serve as the foundation for the development of a framework to articulate an approach for designing, developing, and implementing online degree programs that can be used by other UNC-C departments and colleges to transition existing programs to an online format.

The initial structure and content of the framework will be used to begin the design of the faculty and student web portals. These portals will be used as a clearinghouse to store and disseminate the framework, and a basis for building upon the support strategies for the implementation of the IST program, IST faculty, and IST students. In addition to the framework and associated project materials disseminated through the web portals, the structure, format, and organization of the web portal can be used by other UNC-Charlotte departments and colleges to facilitate the communication and dissemination of program information as part of transitioning to a 100% online format.

All project activities associated with the funded portion of the proposal will be completed by December 15, 2011. The PI will be responsible for the upkeep of the faculty and student web portals and dissemination activities, such as the partnerships with the Center for Teaching and Learning, and publication submissions and presentations after December 15, 2011.

EVALUATION

The process of evaluation will be recursive and ongoing throughout the implementation of the project. Using a variety of data sources, the framework developed to articulate an approach for designing, developing, and implementing online degree programs will represent perspectives from varying stakeholders associated with the IST online program, including program faculty and students. Analysis of data from the faculty focus group and student survey data will provide a means for revising and adapting initial iterations of the framework. Furthermore, feedback from IST faculty and current IST students on the web portals developed to collect and disseminate the framework and associated materials will inform ongoing revisions to accurately represent the proposed strategies for designing, developing, and implementing an online degree program.

KNOWLEDGE DISSEMINATION

In addition to providing UNC-C administrative and instructional leaders, as well as academic institutions across the country, with access to the developed framework and

associated products through the faculty and student web portals, outcomes will be disseminated through:

- Publications in peer-reviewed journals such as: the *American Journal of Distance Education* (AJDE), the *Electronic Journal of e-Learning*, the *Journal of Interactive Online Learning* (JIOL), and the *International Journal for the Scholarship of Teaching & Learning*.

- Presentations made at national and regional conferences such as: the *American Educational Research Associated* (AERA) Conference and *Society for Information Technology and Teacher Education* (SITE).

In addition to the two venues of dissemination listed above, opportunities for collaboration with the Center for Teaching and Learning will be explored. A result of the collaboration would be a professional development workshop for UNC-C administrators and faculty to communicate details of the developed framework.

HUMAN SUBJECTS

In progress. The IRB Approval Application in currently under preparation. The IRB Approval Application will be completed and submitted by December 1, 2010, and the PI anticipates receiving the necessary approval by the time the project is scheduled to begin on January 30th, 2011.

EXTRAMURAL FUNDING

No external funding is being sought at this time. Future funding may stem from grant opportunities that focus on the design, development, and implementation of quality online degree programs such as those offered through the Quality Matters Program and the United States Distance Learning Association.

TIMELINE

The activities of this proposal will occur in two phases:

Phase I: Spring Semester, 2011

January 30th, 2011: Project Start Date

- A Graduate Assistant will be hired to collaborate with the PI to complete project related tasks.

- Collect and analyze existing program planning materials for the online Instructional Systems Technology MEd degree. Graduate assistant will assist in collecting program planning and implementation materials, categorizing materials, and collaborate with the PI to concisely represent the anticipated challenges addressed by materials in relation to: Program Planning and Implementation, Faculty Support and Course Delivery, Student Success and Program Completion.

- The PI will conduct a focus group with IST faculty to discuss:

  o The anticipated challenges addressed by the initial program materials, faculty/course, and student support.

  o The unanticipated challenges experienced by IST faculty, and strategies used to address overcome issues related to program implementation, faculty/course, and student support.

Summer Semester, 2011

- The PI will develop surveys for current and former IST MEd graduate students based on the review and analysis of program materials and focus group with IST faculty.

- The Graduate Assistant will collaborate with the PI to design an online survey tool to be distributed to current and former IST students during the Fall 2011 semester.

- The PI will begin development of framework based on the analysis of program documents and materials and faculty focus group data to articulate the varying processes and strategies associated with designing, developing, and implementing the online IST program.

Phase II: Fall Semester, 2011

- Graduate Assistant will transfer the survey content to an online survey tool, such as SurveyShare, and disseminate the survey to current and former IST MEd online degree students.

- Analysis of student survey data. The PI will revise and adapt the framework based on the analysis of survey data.

- The PI will initiate the design of the faculty and student web portals to disseminate the developed framework, associated project materials, and program information. The Graduate Assistant will begin development of the faculty and student web portals.

All project activities associated with the funded portion of the proposal will be completed by December 15, 2011.

Spring Semester, 2012

- The PI will finalize the framework, associated project materials, web portals for faculty and students and write the project report for the Center of Teaching and Learning.

June 15, 2012

- Project report will be completed and submitted to the Center for Teaching and Learning.

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