

DEVELOPING ONLINE GRADUATE PROGRAMS AND COURSES

A GUIDE FOR DEANS, DEPARTMENT HEADS, AND FACULTY

Why should we develop online at Mines?

BENEFITS FOR STUDENTS AND ALUMNI

- Provides more degree options (e.g., expands 4+1 to allow completion of +1 online)
- Simplifies decision between pursuing a graduate degree or entering the workforce
- Develops industry desired online learning skills in residential students
- Provides opportunities for alumni and others in the field to retool, enhance, and advance their disciplinary skill sets

MODERN LEARNING APPROACHES

Significant studies have shown that well-designed online courses prepare students as well as, or better, than face-to-face (residential) courses. Rigor and content in online courses are no different than traditional courses. Online courses also offer scheduling flexibility and remove geographic barriers for non-traditional students.

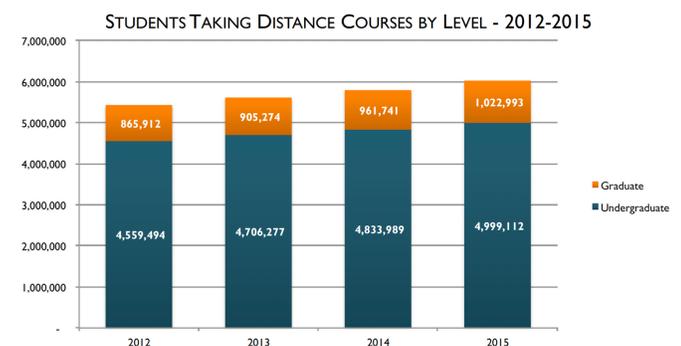
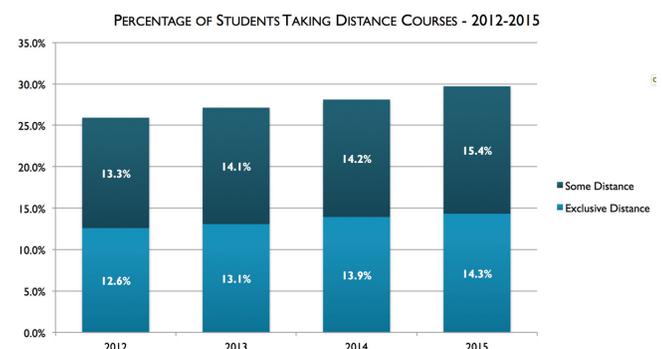
STRATEGIC BENEFITS TO MINES

- Increases awareness of Mines
- Keeps Mines competitive
- Expands engagement of alumni
- Grows partnerships with industry and community
- Supports residential graduate programs and departmental initiatives by generating revenue and interest

What is the financial model for online?

- Programs retain \$250 per student credit hour for each fully online student.
- Departments receive full FTE load for students enrolled in the online course (same as residential).
- Teaching a course, regardless of modality, counts as teaching a course for faculty load.
- Academic Affairs will pay for instructional support (adjunct level) for the first two years the course is offered to allow time to build up the enrollment numbers.
- Departments are encouraged to “buy out” one course load for faculty during the semester when they are building a new course (online or residential); Innovation Funds may be available to help support online development.
- Full-time faculty who successfully complete the Engineering and Facilitating Online Learning (EFOL) course may be eligible for \$2,500 paid to their PD fund (limited funds each semester).

NATIONAL TRENDS



Digital Learning Compass: Distance Education Enrollment Report 2017

How will campus support online?

TREFNY CENTER

- Trains faculty (required by HLC) through the EFOL course.
- Works collaboratively with faculty to design, build, teach, and assess courses.
- Provides assistance in developing online resources (e.g., videos, graphics, e-text) and provides closed captioning.
- Coordinates the review of all online courses with the Mines Online Standards Committee.

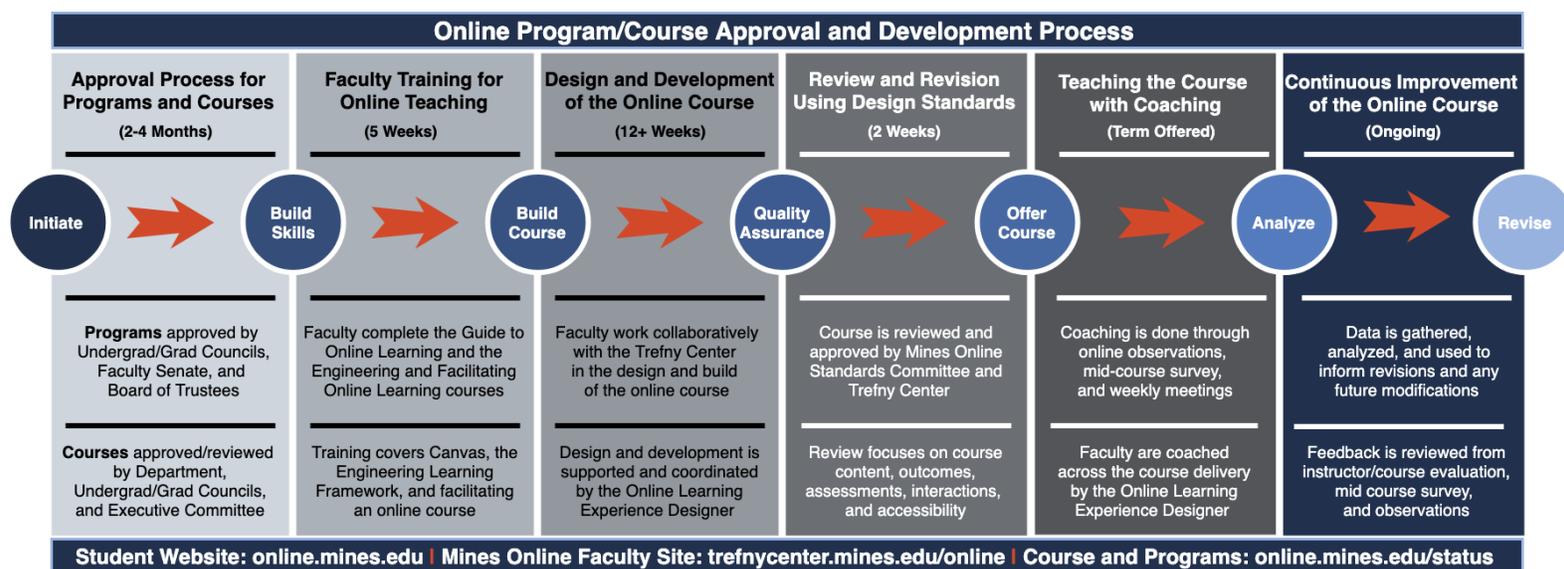
LIBRARY, I&TS, AND PROCUREMENT

- The library provides a repository and access to collections of online learning materials and resources (including OER).
- I&TS and Procurement supports the evaluation, implementation, and technical support for required and supplemental software.

OTHER SUPPORT

- The Office of Research Administration reviews and helps with content that might have export control issues outside of the United States.
- The Admissions, Registrar, Financial Aid, Bursar, and Communications offices provide logistical support to get students from enrollment to graduation.
- Student Life provides career advice, counseling support, and other services for online students.

What are the steps for approval and development?



REFERENCES

- 2018 Top Trends in Online Learning in Higher Education. Best Colleges. 2018
- 2017 Distance Education Report. California Community Colleges Chancellor's Office. 2017
- New Study: Over Six Million Students Now Enrolled In Distance Education. Distance education enrollment growth continues, even as overall higher education enrollments decline. Online Learning Consortium. May 02, 2017

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