

## Online Higher Education Providers

Institution and Contact	Class Sizes (UG & G)	Faculty/Course Development Requirements	Faculty Compensation	Notes
<p>University of Central Florida Dr. Joel Hartman, CIO Bob Reed, Assistant Director, Distributed Learning 407.823.4915</p> <p>UCF is a member of the Florida Teacher’s Union.</p> <p>For more information check out: <a href="http://rite.ucf.edu">http://rite.ucf.edu</a> <a href="#">DL Impact Evaluation</a></p>	<p>There is no distinction between course sizes in online and face-to-face (f2f).</p> <p>Lower division courses generally are larger in the f2f classes and smaller in the online/blended classes than the upper division or graduate courses. The upper division courses and graduate courses have larger enrollments in online/blended than the f2f classes. <i>This is no longer the case per Bob Reed 5/22/09.</i></p> <p>There is no trend between lower division and upper division courses with respect to class size and delivery. Some classes are small, some are very large. They are trying out a new model in the College of Business with a required course where they arrange for a room for 200 students, stream the lectures and enroll 1K students for the course. Attendance is optional and is based on a first come first serve basis. Because it is a required course they are getting the enrollment. They are currently assessing its effectiveness.</p>	<p>Faculty cannot teach online until they complete 80-hour training course (IDL6543). This is a 10-week course that meets Fridays (all day). Faculty need to have department approval to develop an online or blended course.</p> <p>Faculty with no online experience are required to go through a 4-5 week program (35 hrs- ADL5000) to facilitate a course that has been previously developed for an online or blended delivery. They are required to work with an instructional designer and mentor when making changes or updates to the course. UCF is in the process of making this program a self-paced online course.</p> <p>Faculty are required to take and pass the Essentials course (introduction to Bb-Vista) in order to be granted a course shell.</p>	<p>The University executes a dual compensation contract for the development of courses when faculty go through IDL6543. Dual compensation means that faculty are being paid from two different entities in the University, i.e. their college for teaching and Distributed Learning for taking the IDL6543.</p> <p>Courses are taught in-load and over-load only. UCF follows standard faculty contract procedures.</p> <p>For IDL6543, faculty are paid a stipend for \$2k to attend the course and develop it into an online or blended course. Faculty are also “given” a laptop (assigned to the department). Initial funding came through a Sloan grant. This practice is contingent on what is already available through the department and current funding.</p> <p>Faculty are not paid to develop or convert courses from f2f to online after they have gone through the IDL6543 (80 hr of training). They are assigned an instructional designer “for life.”</p> <p>Faculty are paid 1K for a new course online (never been taught before f2f or online). <i>This practice has been</i></p>	<p>Over the 12 years of surveying – UCF has found faculty have a tendency to perceive online courses requiring more time to develop and possibly a little more time to deliver – but not much.</p> <p>Statistically significant factors for faculty for positive satisfaction in online teaching: Amount of interaction Quality of interaction</p> <p>UCF has the philosophy that whether a course is being taught online or in another venue depends upon the needs of the student population, needs of the program and what’s available at the time. Faculty can’t teach online until they have completed their faculty development program (about 60 hours). If they are asked, or want to create an online course they are assigned an instructional designer. All of the rest of the technical side of the course development is handled through the instructional designer depending upon the desire of the faculty and their expertise. If they need to have the entire course developed that will be done – if they need other technology support for development – that will be done, if they want to do it themselves, they will still work with ID to complete the project. UCF struggles with student assessments for online instruction. It’s been 3 years and there is still no agreement with the faculty.</p> <p><b>Center for Distributed Learning</b> The Center for Distributed Learning is part of the <b>Division of Information Technologies &amp; Resources</b>, and serves as the virtual campus for</p>

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			<p><i>discontinued per Bob Reed 5/22/09.</i></p> <p>Faculty are capped at 25% in excess of their base salary per year regardless of the source of income through the University.</p>	<p>the University. The Center brings focus to University efforts in distributed learning by providing administrative support for online credit courses, degree programs, and activities offered by the University.</p> <p>Distributed Learning at UCF includes instructional delivery technologies such as interactive television and Web-based instruction that provide services to nontraditional, distant, and campus-based students.</p> <p><a href="#">Online@UCF</a> has online orientation for students and is offered in English and Spanish.</p> <p>Students are charged \$18/SCH for their online courses.</p>
<p>University of Illinois – Springfield Holly McCrackin Coordinator – Arts &amp; Sciences 217.206.7421 No Union</p>	<p>UIS online course caps are now set to be the same or close to the same as the course caps for f2f.</p> <p>Faculty, department, and colleges make the decision as to what a cap will be for a course. In general, caps are 20-25, with writing-intensive classes being as low as 12-15.</p> <p>In 1998 when UIS started offering online courses, caps were set at 15. Due to economics, the University has had to increase caps to 20-25. If the course cap exceeds its limit, faculty can</p>	<p>Faculty are <b>not</b> required to receive training prior to teaching online. They are encouraged to get instructional design help. Instructional designers at UIS are also experienced with instructional technology (i.e. not necessarily the traditional instructional designer). If faculty get training on Bb, they will get some counseling on what the appropriate pedagogy is for online learning. All training is taken on a voluntary basis. Faculty are not paid for training. Online adjuncts are made aware of the training as are full-time faculty. Like the full-time faculty, adjuncts are not required to take Bb training, but they are encouraged to do so.</p>	<p>In 1998, faculty were paid \$6K to create online courses. This was UIS's way to "jump start" the experience. In addition to their \$6K stipend, faculty were required to teach the course once and make any necessary adjustments. After the initial offering of the course, the authors of the course had the agreement that they co-owned the course with the University.</p> <p>Today, faculty are paid \$3K for an online course and they have to teach the course at least once online. The course is co-owned by the course author and the University.</p>	<p>Quality is evaluated by an SAI and the department. Online courses go through the same evaluation process as the f2f courses (i.e. they go through a 2y, 4y and 10y review).</p> <p>For online courses, the SAI is offered online. For f2f courses, the SAI is a paper/pencil assessment.</p> <p>If faculty are going to teach online, they are required to use Bb, UIS's learning course management system (LCMS).</p> <p>Currently 23% of the student population is online. Increasingly more on-campus students want online courses. Courses go online at UIS at the faculty's recommendation. Depending upon the course, the College or University curriculum</p>

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	request a TA.		Most faculty at UIS teach online in-load with some of them teaching online courses as an overload. The CIS program and one MAEd program are the only programs that have approximately 50%+ adjunct faculty. These adjunct faculty are monitored and mentored by coordinators.	<p>process reviews it prior to faculty developing and delivering it. The University reviews new programs regardless if they are f2f or online.</p> <p>Students are charged \$25/SCH in each online course. Fees go to pay IT, library, marketing, instructional technology, and colleges.</p> <p><b>Student services:</b> Online coordination is through the colleges. Coordinators are hired by the individual departments. There is approximately ½ coordinator per program. The program coordinators report to the deans of the colleges.</p> <p>UIS has a student online orientation, a variety of student readiness assessments, and information to help students be successful online. Students are not required to prove their readiness.</p>
Northern Arizona University Susan Johnstad No union	<p>At NAU, course caps do not differ between online courses and f2f courses. Some online courses are as small as 10 students. However, some are very large and are not limited (they are denoted by 999 in the administrative systems).</p> <p>Writing-intensive courses generally have lower course caps regardless of the delivery.</p> <p>Faculty can request and get a TA, if a course extends beyond 25.</p>	Faculty are required to work with the e-learning center to develop an online course. New faculty are mentored by experienced faculty. The experienced faculty are paid \$1k to help new adjuncts.	<p>Training includes incentives of \$125-175, depending upon the number of modules the faculty member is creating for the course.</p> <p>Training for adjuncts is 4 days and NAU pays the adjuncts travel costs.</p>	
Penn State – World Campus Anita Colyer 814.863.8297 <a href="http://www.worldcampus.psu.edu">www.worldcampus.psu.edu</a>	They are no standards across the entire course portfolio. Undergraduate writing intensive cap is 25 – recommended by the	Faculty training is not mandatory prior to developing or teaching an online course. Larry Regan, the director, offers a course online for faculty and pays them \$500 upon its completion.	In the undergraduate portfolio a typical payment is \$5000 for an online course regardless if it is a new or converted course. In most programs,	The revenue sharing percentages vary depending on who is taking on the risk, doing the work (getting courses developed and repeat offerings too), and paying the faculty. Those academic

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Union	<p>faculty senate. Undergraduate courses are typically 40-50; some as high as 75.</p> <p>400 level and above &amp; graduate seminars are generally capped at 20</p>	<p>Using this strategy, WC has more success than it did without this incentive.</p> <p>There has been some debate about whether faculty should be paid for completing faculty development activities. Possibly some faculty are paid; however, faculty hired by and teaching for an academic unit that does its own authoring and instructor compensation may not be paid for completing faculty development. There have been debates about the equity of the model, who pays, etc.</p> <p>Address specific questions regarding faculty compensation with Larry Ragan  <a href="mailto:mlcr1@psu.edu">mailto:mlcr1@psu.edu</a>.</p>	<p>however (a program is a set of courses in a degree path), the model is usually 11% to 12% or so of release time from assigned duties.</p> <p>Undergraduate compensation for teaching online is on a per-student basis (\$190 per student); however, the University has had to cap class size because faculty were taking large classes and not able to keep up with students. Yes, undergrad is still per-student, with caps set by agreement among the academic partners, faculty, and World Campus. Some colleges pay their own faculty, in which case WC would not be informed of the details.</p> <p>In cases where WC pays faculty, it is usually release time in the programs.</p> <p>NOTE: Penn State system has varying tuition rates across its campuses</p>	<p>units who pay the faculty authors and instructors themselves and do the work themselves get a higher percentage of revenue.</p> <p>On load and off load are determined by consultation among academic units, faculty and the WC.</p> <p>WC and our partners have to <b>agree to develop a program</b> in order for new courses to be developed. Only in WC's undergraduate portfolio does WC develop individual courses, if there is a perceived need.</p> <p>Evaluation: Academic departments and program chairs are given the opportunity to review course quality as development occurs. They are the ones assigning authors and instructors, who are also part of the quality control process. There is little quality control in World Campus. Anita Colyer believes the online world is moving to a model comparable in many ways with face-to-face: where faculty can make changes and create new course materials on the fly, so the course experience is more likely to be event-based than content-based; and courses are likely to begin without all content being present.</p> <p>Availability of faculty determines who can teach. The academic department would decide whether they have depth, or whether to hire someone from outside.</p>
University of Wisconsin – Stout.(UW-S) Nicole Stone. (no longer available, left	UW-S does not differentiate by delivery.	Faculty do not have to be trained. The University subscribes to Quality Matters(QM). New faculty	Faculty are not paid to develop courses. Faculty are paid \$1k per	

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University)  No union		are required to participate in 3 days of rigorous training. At Stout, all faculty are expected to use technology in classroom. All faculty are mentored for 1 year by the program director. All College of Education adjuncts are required to be trained.	credit hour to teach online courses.	
<b>Purdue University.</b> Michael Eddy.  No Union	Caps for online are set at 25. This course cap may sometimes be less than its equivalent in the f2f course.	Teaching assistants are assigned to an online course depending upon the amount of interaction and writing required. Full-time faculty teach online courses; few adjuncts do. Courses are evaluated by an instructional designer.		
<b>St. Cloud State University</b> <b>St. Cloud Minnesota</b> Patricia (Patty) Aceves Director of Distributed Learning  Union	Course caps for courses are the same for online as on-campus. Departments make all course cap decisions.	There is no requirement to be trained in the LCMS, which is Desire to Learn (D2L), prior to use online. The practice, however, is a tendency for faculty to come to Distributed Learning (DL) and express their desire to teach their course online. DL gives them a quick overview of what a quality online course entails both in design and delivery. They then connect them with IT for D2L training and an instructional designer. It is not uncommon for the faculty to circumvent the training; they often work with the instructional designer, who gives them a quick and dirty lesson on D2L. IT offers training workshops for learning D2L and one-to-one assistance.	Faculty are paid \$65/credit/student for “off load” because the courses they teach don’t fall within the category of in-load or over-load.  Faculty teach these courses above and beyond their regular work load. They have no limit as to how many they teach. Example: 5 courses, each being 3 credits with 30 students comes to \$195/student or \$29,250.	Online courses are offered out of Distributed Learning (DL), which is a department that falls under Academic Affairs.  Departments make all the decisions with respect to course caps, what instructor is assigned to what course(s), and what students can enroll in the online sections. Some departments don’t want on-campus students in online classes; some do. Summers do not create an exception. Some faculty & departments see online as cannibalization. DL screens students who are enrolling into online courses dependent upon what the departments want. DL has 5 graduate assistants to do this screening as it’s all over the board.  The faculty association is in agreement that “off-load” courses fall into the miscellaneous instructional category of the contract, and can be subject to management rights, i.e. evaluated with

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				<p>the QM rubric. Online courses that are either in-load or over-load that DL pays for are subject to QM review since the teaching of these courses is voluntary. If the department pays for course then it is not subject to QM review. Faculty who teach on-campus courses taught in-load or over-load are subject to promotion and tenure review. If faculty do not want to go through QM then they don't teach through DL. The QM rubric is accepted by the faculty union and deans.</p> <p>DL has designated funding for faculty to become a QM peer reviewer. If faculty are willing to submit their courses for QM peer review, DL will pay for any re-design. If a course goes through a QM review and passes, the faculty &amp; course get a blue ribbon.</p>
<p>Northwestern Michigan College (NMC). Lauren Keinath</p> <p>No union</p>	<p>Course caps vary depending upon the writing intensiveness of the course. Generally caps are 23 for both online and f2f. Caps do not vary according to delivery method.</p>	<p>NMC Quality Matters rubric to evaluate courses. Faculty are required to complete a six-week orientation program through Educational Teleconsortia of MI (ETOM). It costs \$500 if the institution is not member of ETOM. Faculty are not allowed to develop and deliver their course at same time, which is common practice for f2f. NMC pays for development.</p>		
<p><b>Central Michigan University</b> <b>KENDRA SUE BROWN</b> Student Services Coordinator/Online Special Programs Central Michigan University Online Professional Education (989) 774-3867 <a href="mailto:brown1ks@cmich.edu">brown1ks@cmich.edu</a> or <a href="mailto:kendra.brown@cmich.edu">kendra.brown@cmich.edu</a></p> <p>Union (MEA)</p>	<p>Most online courses are capped at 35. Some are lower, depending upon the subject matter. Online and f2f course caps are dependent upon the room size where the course is taught. Most courses do not go beyond this course cap. Online faculty do not get support if the course exceeds</p>	<p>Faculty are not required to be trained prior to teaching online (it's not part of their contract). Faculty have training available to them if they want to use it. They are required to work with an instructional designer. Part of this process is an instructional design check list that needs to be met prior to delivery. Faculty are paired with an instructional designer who has been approved by the department chair. Currently, this is</p>	<p>Faculty are compensated \$1,600/credit hr for course development</p> <p>It they teach out of load, they are paid in addition to their salary and not an overload rate. Based on the number of students in the course, the rate is 1-5; \$300/course credit hour –</p>	<p>If faculty are going to teach online, they have to teach with Bb.</p> <p>The faculty contract allows faculty to teach only 3 courses off-campus within a year that are out of load. Fully online programs are handled the same as f2f programs with respect to faculty compensation.</p>

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	<p>the cap. The new MBA program course cap is 25/26. If it goes over, faculty can request a professional specialist to assist in managing the course &amp; online dialog. The master professor does the final grading.</p>	<p>contractual. The development process includes an addendum that has to be submitted with each online course request. The addendum describes how the course is being changed from the original to the online environment. It includes areas such as content, activities, communication to the student, etc. The entire course redesign goes through curriculum review process.</p>	<p>6-12,/\$82 <b>student</b> credit hour; 13-25 \$995/<b>course</b> credit hour, 26+, \$995/<b>course</b> credit hour plus \$40/<b>student</b> credit hour above 25.</p> <p>The number of students is equal to those who receive a final grade, including incompletes and deferred grades.</p>	
<p><b>Grand Valley State University</b> Simone Jonaitis, Director of Continuing Education</p> <p>No union</p>	<p>The guideline is a maximum of 15 students. The current practice is that some departments adhere to this guideline and others don't. The course cap is determined by the department and the dean.</p>	<p>Currently, there are no requirements or guidelines for faculty teaching online unless they have been determined by the department.</p>	<p>All courses whether they are in-load or over-load are paid by the department/college and follow the standard rules of payment. There are no differences made for f2f courses versus online courses.</p> <p>Faculty are paid \$2.5k-\$2.8k for online course conversion or development of new courses. The IP is then the University's. If the faculty develop and/or convert their own online course and they want full rights to the IP, they don't get paid.</p>	<p>GVSU currently does not offer any programs online. They only have a few courses they offer in certain subjects.</p>
<p><b>Western Michigan University</b> <b>Craig Kaml 387-4198</b> Associate Dean of Extended University Programs (EUP) Western Michigan University Phone: (269) 387- 2847 (ATIS) Fax: (269) 387-4226 craig.kaml@wmich.edu</p> <p>Union (AAUP)</p>	<p>Course caps are similar to those for f2f courses. They are set with the department chair along with the faculty head of the program for in- load courses. Over-load course rates are specified in AAUP contract regardless of their delivery.</p> <p>If courses are overload and</p>	<p>Faculty have access to instructional designers. Faculty are not required to use them.</p> <p>Faculty are not required to take any courses to prepare them to design or teach online. However, a e-Teaching course is available for them should they wish to take it.</p>	<p>Faculty receive \$1,000 for attending the e-Teaching endorsement program, which teaches best practices and lessons learned. (stipend)</p> <p>Faculty members designing and teaching e-Learning courses (hybrid, fully online and CVIT offered through ATIS) will receive an extra \$1,000 e-</p>	<p><a href="#">Department share model -EUP revenue share model</a> allocates 50% of net revenue to the department.</p> <p>The first three (3) departments to agree to offer their program online will receive \$10,000 in department program development funding.</p> <p><a href="#">EUP revenue share model</a> allocates 10% of net</p>

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	<p>taught by adjuncts, the course caps is 25 for undergraduate courses and 18 for graduate.</p> <p>These numbers were negotiated for faculty looking for fair compensation to the workload.</p> <p>Part-time faculty get the same amount of compensation for instruction as tenured faculty do for overload courses.</p>		<p>Teaching stipend per course delivery for up to three (3) sections delivered (please note: the stipend follows the course not the instructor).</p> <p>IP is a big issue. Faculty receiving the e-Teaching stipend for design and teaching a course allows the University to keep the IP. Faculty keep their IP, if they don't accept a stipend.</p>	<p>revenue to the college.</p> <p>EUP is a support unit. If faculty want to put courses online, it's OK. EUP doesn't actively pursue courses online. Faculty chairs make the decision to put courses online. The process to put a course online has the faculty sign a letter of intent, EUP the signs the letter of intent, then the chair and dean sign it. EUP then moves forward in putting the course online. Without the letter of intent, EUP doesn't move forward.</p> <p>Online course quality is evaluated by peers, just it is done with f2f courses. WMU doesn't use an online student evaluation. They use an evaluation system from University of Illinois. It is a paper based version. The evaluation remains an academic issue. They evaluate quality on their own measures. Faculty maintain that their academic departments should be self governing.</p>
<p><b>Eastern Michigan University</b> Associate Dean: Dan Gaymer Extended Programs &amp; University Outreach Phone: 734.487.9802</p>	<p>Courses are determined by the department and college. Departments and colleges are encouraged to keep online classes the same as face-to-face (f2f). However, every program is different, so there are exceptions to this trend.</p> <p>The trend for average class size ranges from 18-20 students online. COB classes tend to be larger with 25-30 students. COB tends to run both f2f and online</p>	<p>Faculty are not required to receive any training on the CMS or online pedagogy prior to designing or teaching an online course. There is an instructional design team within Extended Programs who work with individual faculty to develop their online courses, if they want the help. It is rare for faculty to want to go it alone and not take advantage of the services. "The services are too convenient and good for them to pass them up."</p> <p>EMU also has instructional designers in their IT department. If a class is not fully online, faculty do not have to run it through Extended Programs</p>	<p>Faculty are not paid for their time in training.</p> <p>Faculty are paid \$1K/SCH – i.e. for a 3 credit course faculty are paid \$3K. They are paid regardless if the course is converted or it is a new course for online.</p> <p>Faculty are paid through Extended Programs. Faculty are paid half the compensation at the beginning of course development. They are paid the remainder of the compensation</p>	<p>Extended Programs has 2 instructional designers, and a director for online development along with 2-4 students who are trained to help do the "grunt" development work. All the staff are paid through Extended Programs revenue.</p> <p>Extended Programs supports an e-learning technology center out of its revenue. The center is for faculty who are not new to online learning, but who want to advance their skills. It is operated on a drop in basis.</p> <p>SAI at EMU is an in-house/home grown evaluation.</p>

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	<p>classes a little higher than the rest of the University. EMU has had had faculty teach courses with 125 students in them without any graduate assistance. However, in this case the department went after this professor and he was not approved to teach that gen ed courses again online. History, geography, geology and Gen Ed courses tend to have higher class size in online and f2f.</p> <p>Generally EMU does not make a difference between graduate and undergraduate courses, but graduate class sizes tend to be smaller than undergraduate courses. In order for courses to run, they generally need to meet the minimum which is 10 students for graduate courses and 15 students for undergraduate courses. Some exceptions are permitted depending upon circumstances.</p> <p>Extended Programs attempts to follow the same rules that the department follows on campus.</p>	<p>they can work with the instructional design team in IT.</p>	<p>when they have completed the course and it has gone through review. (Faculty courses go through the same evaluation process as the f2f courses. There is a curriculum committee, department review, etc.) They are required to teach the online course three times for Extended Programs. If they fail to do this, Extended Programs can ask for some of the money back.</p> <p>Faculty own their own IP. If someone else teaches out of another faculty member's shell, a royalty of 10% of the development fee is paid to the author. This typically works out to be \$300.</p> <p>Extended Programs may pay for a course twice if there is a lot of demand for a particular course. They may have more than 1 faculty member teaching a course.</p> <p>Faculty teach online courses in-load, over-load, or they are taught by adjuncts. If faculty teach in-load or over-load online, blended off-campus, and f2f off-campus all are paid by Extended Programs with the full cost of instruction &amp; fringe benefits.</p>	<p>Faculty are required to use a standard CMS if they are teaching the course through Extended Programs. Extended Programs uses the turnkey system Ecollege, which provides 24 X 7 support. They are currently reviewing other CMS systems.</p> <p>IT runs WebCT, but this is for only courses that are taught on-campus either in blended or enhanced formats. EMU is attempting to move to one CMS for everyone, but one of their requirements is to have a system that provides 24X7 support. Bb is being considered.</p> <p>Extended Programs &amp; Educational Outreach is the continuing educational unit and has been in existence since 1912. Fully online courses are considered continuing education and are treated like the off-campus courses. Fully online courses are coded as Extended Programs courses even if the majority of the students in them are on-campus students taking online courses. There is a contingent at the University who believe Extended Programs is cannibalizing the on-campus revenues. However, Extended Programs has studied the behavior of these students and have found that students who take off-campus and online courses generally take more credit hours. Extended Programs has only provided a mechanism for students to take additional credit hours.</p> <p>Extended Programs are part of Academic Affairs with a dean that reports to the Provost. Extended Programs has been self-funded up to this year. Currently it is general funded for this year. But,</p>

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				<p>the accounting infrastructure has not changed yet. Currently, all revenues flow through Extended Programs. Extended Programs pays all instructional costs and then returns the net revenue back to the general fund. All academic units run their off-campus and online courses run through this Extended Programs.</p> <p><b>Student services.</b> Extended Programs does not provide any financial aid services. However, it provides all the other student services. Extended Programs doesn't have a particular retention strategy for online courses anymore than it has for its f2f or blended courses. Within an individual program, if a student is inactive, he/she will get alerts. Extended Programs encourages faculty to keep the virtual classroom like the f2f and have them keep in touch with their students like they would with their f2f courses.</p> <p>Extended Programs tracks online programs like they do their f2f programs. They don't necessarily track the individual courses.</p> <p>The online effort is a separate budget line within the Extended Programs budget.</p>

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<p><b>Austin Peay State University</b>  <a href="http://www.apsu.edu/online/index.htm">http://www.apsu.edu/online/index.htm</a></p> <p>Julia K. McGee            Interim Dean,            Extended and Distance Education  <a href="mailto:mcgeej@apsu.edu">mcgeej@apsu.edu</a></p> <p>No union</p>	<p>Standard class size for enrollment in lower division undergraduate courses is 25, upper division undergraduate courses is 20, graduate is 15. Adjustments are made as enrollments increase. There is no distinction with delivery method and class size.</p> <p><a href="#">Instructional Workload (p.9 – web-based courses)</a></p>	<p>APSU offers training. Faculty are required to develop the course prior to the semester they teach it. Instructional technologist/instructional designer, media specialist, course management specialists &amp; students are available to help them with the design &amp; development of the course.</p> <p><a href="#">Regents Online Degree Program (Policies &amp; Procedures Manual)</a></p>	<p>Faculty are paid through the department regardless if the course is in-load or overload. When they teach a course through the consortium (Regents online degree programs) get paid through the RODP money. APSU doesn't differentiate online vs. f2f compensation for faculty. Faculty receive \$2500 to develop a course and get a laptop to teach the course wherever they are. APSU will probably not provide laptops for online developers any longer as most have them, but they will probably continue to provide them for adjuncts. Faculty receive less compensation, if they develop a course with a course cartridge. It is not clear right now as to what percentage less in pay they will receive.</p> <p>When faculty develop a course online, they sign a contract &amp; agree to keep the course updated for 3 years. APSU has an online committee and it works with faculty to ensure quality.</p> <p><b>Policy:</b> Standard teaching load credit will be applied for lower division courses up to 25 students, for upper division courses up to 20 students, and for graduate students with up to 15 students. In these cases, the instructor will be compensated 100%</p>	<p>APSU is reviewing the possibility of implementing a system like Quality Matters and the Sloan-C 7 principles of best practice. The process for course development is as follows. Faculty submit a proposal and sign up with an instructional designer. The course receives a peer, program chair, and IT review prior to faculty payment.</p> <p>Faculty are required to use Desire to Learn</p> <p>Tuition dollars go to University. Funding comes from online fees. Undergraduate fees are \$23/SCH, and graduate fees are \$37/SCH The university uses full-time tenured instructors. APSU recently hired 9 e-faculty and pay for them as well. Distance Education doesn't get the online revenue for their department.</p> <p><b>Student services:</b> APSU has 2 online advisors that have some extended hours. They both have cell phones and calls forward to cell phones after hours. They have an agreement with the University to answer emails from home. They are compensated with flex time in addition to their salaries.</p> <p><b>Technology:</b> Supports software licenses, Respondus, Class Climate – online evaluations –</p> <p>Student orientation is strongly encouraged but not required.</p>

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			<p>for the course. Instructional pay or workload credit will be increased in 20% increments for class sizes 40% over the 25/20/15 standards for lower division/upper division/graduate classes, respectively. For each additional 20% increment in enrollment above the 40%, there will be a 20% increase in workload credit to a maximum of 200% TLC.</p> <p><a href="#">See: Instructional Workload (#12-Web courses)</a></p>	
<p><b>Bemidji State University (BSU)</b>  <b>Robert J Griggs</b>  <i>Assoc Vice President for Extended Learning &amp; Library (ELL)</i>  <b>Department:</b>  <b>Phone:</b> (218) 755-2068  <b><a href="mailto:rgriggs@bemidjistate.edu">rgriggs@bemidjistate.edu</a></b>                      email questions                      11/10/08@2/p</p> <p>Union</p>	<p>Class size is 25-30 for online. It does not differ generally for f2f, but it could. Class size is determined by the faculty, department, and college. (campus/online instructor to student ratio averages 1:17-18).</p> <p>On campus students have to get permission to take online classes during the school year.</p> <p>Caps and load controlled contractually through State and faculty union.</p>	<p>Online course development was initially compensated at \$3K, then \$1K when they had grant funds. Now faculty are not paid anything for online course development.</p> <p>In order to teach online faculty have to use Desire to Learn and work with an instructional designer. Initially faculty are paid a stipend to go through Online101, now they are not compensated to go through training. If they are willing to have their course reviewed and will change it according to the suggestions, faculty can receive \$125/SCH. Review is done by an Instructional Designer who uses a model similar to Quality Matters. The review is only from a design perspective and does not include a teaching/facilitation review.</p>	<p>BSU does not use a lot of adjuncts. 80% of the faculty who teach online are full-time. Often they teach both online and f2f and are paid their regular salary. Faculty are restricted to 5 credits for overload per year. If they exceed the load, they are paid out-of-load at \$65/SCH. Right now there is no limit to how many courses they can teach out-of-load. Departments may monitor this experience, but there is nothing consistent across the University. ELL and the University encourage the departments and faculty to build new faculty slots when they are consistently exceeding recommended course caps.</p>	<p>Online courses not part of banded tuition. 70% of online students are off campus students. Generally the course needs 15-18 students for it to go. Many of the courses support program degree completion. BSU does not offer many associate degrees online.</p> <p><b>Quality Assurance:</b> BSU uses the Noel Levitz priority survey for online learners, and their own SAI. In addition to these two instruments, a department evaluation may be used.</p> <p><b>Evaluation:</b> BSU uses Quality Matters (QM) for evaluation of the online courses. Several faculty are certified in QM and serve as peer reviewers. BSU is currently in the process of getting more faculty certified.</p> <p>The online effort is supported through an online course fee of \$20/SCH. This pays for administrators, media, HelpDesk and instructional</p>

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				<p>designers. The director of ELL is paid by the general fund.</p> <p>BSU doesn't require students to take online orientation, but they encourage it. Only one program requires an orientation. If the students can't attend the open meeting where they get trained, they are not allowed into the program.</p>

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<p>Indiana University Purdue University-Fort Wayne (IUPU-FW)  <b>Distance Learning Director</b>  Eric Vitz   260-481-6625   <a href="mailto:vitze@ipfw.edu">vitze@ipfw.edu</a></p> <p>No union</p>	<p>There is no standard course cap. Caps are determined by the department and the instructor. Most online courses cap are set between 30-40± students with a few exceptions which are set by the department. For example, PSY120 has a course cap of 80 students for its f2f delivery, but its online equivalent is set at 30.</p> <p>The minimums are determined by whether or not the course can pay for itself. It is determined much by what it costs to run the course with administration costs and faculty salary.</p>	<p>Course development is mostly faculty driven. Distance Learning (DL) will occasionally solicit programs, certificates and programs for degree completion.</p> <p>Faculty are not required to take a course to teach online or develop an online course, but they will also not be paid for their developed course. To be funded by DL, faculty are encouraged to work with an instructional designer and create together a proposal explaining how they plan on ensuring there will be a quality course at the end of development. IUPU-FW follows a rubric similar to <a href="#">Quality Matters</a>. The actual process can found at: <a href="http://www.ipfw.edu/dcs/dlcoursedev/">http://www.ipfw.edu/dcs/dlcoursedev/</a> Once the proposal is submitted a committee reviews the proposals and decides which ones will be funded (3 deadlines/yr). Depending upon the faculty's expertise, DL may require the faculty member to take some extra training.</p>	<p>There is funding up to \$6500 for a new or converted course. It is somewhat of a competitive process to get funding for course development. Faculty have to apply for "grant" monies. Monies for the funding are generated through the DL revenue. Once the course is developed and running, the course development funding is reimbursed with course revenues.</p> <p>DL pays a little less for "significant enhancements" to current online courses. DL pays the last \$500 of <i>course development money</i> after the course has been peer reviewed with a satisfactory score based on the rubric.</p> <p>Courses taught in-load are paid by the department. But, DL compensates faculty with an extra \$500 for teaching online and extra \$75/student over 30. Also DL will transfer \$1600 to the department in order to cover an adjunct's salary since they are allowing someone to teach in-load for DL. If online courses are taught as part of an overload, DL pays the overload plus \$500 and \$75/student over 30.</p>	<p>BbVista is CMS but it is not required to be used to teach online. Some faculty use their own website, blogs, wikis.</p>

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<p><b>Central Missouri State University (CMSU)</b>  <b>Joe Vaughn, Ph.D.</b>                      Dean School of Graduate and Extended Studies                      Phone: 660-543-8481                      email: vaughn@ucmo.edu</p> <p><b>Barb Carder</b>                      Assistant Director for Distance Learning                      Phone: 660-543-8926                      email: bcarder@ucmo.edu</p> <p>No union</p>	<p>The suggested course cap is 25. This can vary depending upon the dept. and course. Sometimes a graduate assistant is assigned, if requested. The former provost suggested the current caps.</p>	<p>There are no requirements for faculty to receiving training on the LCMS or in online course development. Faculty are encouraged to get trained in Bb.</p> <p>Faculty can have an Instructional designer if they request it. It is strongly encouraged.</p>	<p>Faculty submit an application for a “grant” for course development. Upon receiving acceptance, faculty sign over teaching and IP rights to the course. CMSU pays \$1800 for the course development. These funds are paid out over the course of development (1) \$600 when the course is accepted, (2) \$600 upon being reviewed by peers, department chair &amp; dean and FCTL, (3) \$600 upon delivery.</p>	<p>There is no policy to use Bb to teach online course or programs. CMSU <b>strongly</b> suggest faculty use Bb when teaching online. Every course has a Bb site whether faculty use it or not. A few faculty don’t use it. Joe Vaughn is not sure of the percentage of faculty who don’t use Bb to deliver their online courses.</p> <p>CMSU serves approximately 250 online sections per semester.</p> <p>CMSU uses Quality Matters standards for evaluation and review. Because of how QM was designed, the evaluation and review process is not done until after the course has been taught. Joe Vaughn would like all courses to be reviewed by QM after it has been taught. Only 9 courses have been reviewed thus far.</p>
<p><b>Clarion University (CU)</b>  <a href="http://www.clarion.edu/263/">http://www.clarion.edu/263/</a></p> <p><b>Arthur J. Acton, Ph.D.</b>                      Assistant Vice President for Academic Affairs                      Extended Programs                      Clarion University of PA                      840 Wood Street                      Clarion, PA 16214                      (814)393-2774</p> <p><b>Lynne M. Lander Fleisher</b>                      Associate Director                      Extended Programs                      Clarion University of PA</p>	<p>The class size is ultimately determined by the dean. Often there is no difference between Clarion’s f2f and online class sizes. It is the recommendation from Extended Programs (EP) that online courses taught for the first time by an instructor have their cap set at 25.</p>	<p>Faculty are required to receive training prior to developing and teaching an online course. It is contractual. Clarion is currently working with several other state schools to have an online training for faculty who want to teach online. Currently, an instructional technologist in computer services (under the Provost) trains all new faculty for online teaching.</p> <p>The courses that are to be taught online are determined and developed collaboratively with the faculty and dean. If Extended Programs sees a need, they will approach the college dean and faculty. If faculty want to teach online, they need to get approval.</p>	<p>Faculty are compensated for course development at a rate of \$2400 for a new course. This course has a shelf life of five years (which is the contract life time). Redevelopment for online courses is paid at the rate of \$300/course. Faculty need to follow the redevelopment criteria in order to receive payment. When Extended Programs pays for any course development, then nobody owns the course.</p> <p>If course taught in-load – college pays for course. If over-load (faculty are allowed 1 course/term as over-load)</p>	<p>Extended Programs is located organizationally under the Provost and the Associate VP of Academic Affairs. Computing Services is directly under the Provost.</p> <p>Students pay fees for online courses. Those fees are (1) \$44/semester and (2) \$22.30/SCH.</p> <p>Tuition goes through Extended Programs. Extended Programs only pays faculty if the course is taught over-load. They keep the tuition if faculty teach online in-load.</p>

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<p>840 Wood Street Clarion, PA 16214 (814)393-2778</p> <p>Union</p>			<p>Extended Programs pays.</p>	
<p><b>Troy University</b> Deb Gearhart, Ph.D. eCampus Director 334.670.5776 <a href="mailto:dgearhart@troy.edu">dgearhart@troy.edu</a></p> <p>No union</p>	<p>Course caps for undergraduate is 40 students, graduate is 25. As a general practice all e-campus (f2f or online) are the same course caps. Writing intensive courses have a smaller course cap.</p>	<p>Faculty are required to be content certified to teach any course within the system. This requirement includes adjuncts. The content certification is given to faculty and adjuncts through the department and college. To teach online, faculty are required to take TOP1 which is Bb training with some pedagogy. Quality Matters is used for evaluation. E-Campus wants to use QM for design and evaluation. There is instructional design staff assigned to each college to help faculty design and develop online courses. E-Campus' goal is to get the online programs in a 3-5 yr cycle of review just like the on-campus programs.</p> <p>E-Campus sponsors a spring conference with faculty demonstrating their tips &amp; tricks, emerging technologies, etc. to help with online professional development.</p>	<p>Faculty are not paid to develop online courses.</p> <p>Faculty are paid \$125/student for teaching online undergraduate courses, \$250/student for graduate courses. This compensation is in addition to their salary if they are full-time faculty. Troy U. runs two 9 week terms/semester and one 9 week term in the summer (total for year is 5-9 week terms). Faculty are restricted to an overload of 11 credits per a standard semester. Full time faculty are given first choice to teach an online course. If there are not enough or they refuse, the E-Campus hires adjuncts.</p>	<p>E-Campus offers a lot of blended courses. They have 19 degree programs plus supporting courses. None of the degree programs are taught in cohorts. Their experience has been an increase in online enrollments instead of summer school.</p> <p>Faculty are required to use Bb. If they choose to use cartridges that use a different means of delivery other than Bb, then faculty are required to use Bb gradebook and communication for the record. This policy allows the University to be in a position of protecting the faculty or student. When faculty use external online sources for their online course delivery, the University is not able to protect them should there be a problem because of the lack of access and control of the records, communication, etc.</p> <p>E-Campus is a self supporting model with profits going back to Troy University.</p> <p>They encourage faculty to have students take online orientation and readiness.</p> <p>Currently they have 78K course enrollments which are up from 53K in 2 years.</p>

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<p><b>Thomas Edison State College (TESC)</b>  <a href="http://www.tesc.edu/">http://www.tesc.edu/</a>                      Division of Academic Affairs                      William J. Seaton, Vice President and Provost                      (609) 984-1120</p> <p>This model is similar to the for profit universities. They do not employ any full-time faculty. They ontract with faculty on as needed basis from other recognized institutions as individual contractors. They only employee support and administrative personnel.</p>	<p>Not more than 20-25 to one course section.</p>	<p>College deans decide what is going to be taught They contract with faculty all over the US as subject matter experts for course development. All courses are developed as standardized courses. The content is prescribed.</p> <p>When a course needs to be developed TESC contracts with faculty who are active in the field they come in as the subject matter expert.</p> <p>TESC also contracts with facilitators (mentors) who teach the content. Often the facilitator is different from the course designer. TESC does not require their facilitators (mentors) to go through training, per se, but they have to be familiar with their policies and procedures (e.g. how the course is going to run, assignments, etc.)</p> <p>Facilitators follow the prescribed curriculum, but they are allowed and encouraged to post their own personal information.</p>	<p>TESC pays for course development and course facilitation. A course author may be different than the course facilitator.</p> <p>Course authors are paid for either new content or revised content. This can range from \$500/credit to \$1000/credit for undergraduate courses. Graduate courses generally cost more than undergraduate. Depending upon the course they could pay up to \$10k for a course. TESC works with a system of bonuses in course development. If you develop on time you can receive a bonus of 5-10%</p> <p>Facilitators are paid a fixed rate per assignment.</p>	<p>Non traditional 4-year institutional paradigm. TESC more like the for-profit universities. Most courses are in the form of an independent study with discussion. Very few courses use any collaborative learning other than the discussion board. TESC tries not to run courses with less than 5 students in a section. Every course has a discussion board.</p> <p>All course offerings are online, which dictates the content. The nursing program as a post graduate course. None of their program has a residency requirement at this time.</p> <p>Exams are generally proctored. There are a few exceptions.</p> <p>Instructional designers work with subject matter experts to create and develop courses.  <b>Current staff:</b>                      7 positions instructional designers –                      1 media specialist</p> <p><b>Support services:</b> Counseling, advising, support in student financial aid, technical support, a large unit with student support services, contracts with providers like SmartThinking, Turnit.com. Currently they do not offer any remediation services for students.</p> <p>Open admission for 21+ years                      TESC uses Waypoint for an evaluation tool instead of Quality Matters. TESC is concerned with learning outcomes. Waypoint can isolate outcomes as they are being assessed at any point</p>

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				<p>within the course or program.</p> <p>They are reviewing a course evaluation system to see if there is a way to evaluation a mentor's (facilitator's) activities within the course.</p> <p>Students not required to take an orientation.</p>
<p><b>University of Wisconsin-Whitewater (UW-W)</b>  <a href="http://www.uww.edu/conteduc/">http://www.uww.edu/conteduc/</a>            (262) 472-1100            (800) 621-5376            Bob Schramm (COB)  <a href="mailto:Schrammr@uww.edu">Schrammr@uww.edu</a></p> <p>Elizabeth Hackton, Asst Dean College of Letters &amp; Science            262.472.1713</p> <p>No union</p>	<p>In their College of Business (COB) graduate program, they need to have 35 students to break even in their courses. Their average class enrollment is 45 students. However, they have had up to 70-80 in course. At 70 students, the chair can say "That's enough and it needs to be split into two sections." Some of their best instructors have 70 students per course. They are paid the course plus the overload per student rate, which means any additional student in excess of 35.</p> <p>The BBA program has an average of 24 students. 2008 is the first year it has run. Its breakeven class size is 45 students.</p>	<p>The COB requires its faculty to receive training in the tools UW-W uses and in online pedagogy. Faculty are required to meet with Bob (the coordinator for the business programs) for a total of 8 hours. For example, COB faculty need to be able to use multi-media, create materials in Camtasia, record using Mediasite, create presentations with audio, record using Audacity, etc. For standard video, the faculty will work with UW-W Learning Technology Center (LTC). The technology coordinator for the College does the editing, but the LTC also does some of the work for them.</p> <p>Faculty are allowed one semester to adjust to the change in teaching online. They are evaluated to see if they meet student approval. If they don't meet student approval, then eventually they are not allowed to teach. However, this process may take up to 2 years before a faculty member is removed from teaching an online course. Faculty are mentored and coached to help them be more effective in their online courses and prior to them being removed from online teaching.</p> <p>The Associate Dean develops the long range plan for the MBA and the courses and programs it offers. The Assistant Dean develops the long</p>	<p>Faculty are compensated \$150/undergraduate student for every student who exceeds the cap. Faculty are compensated \$250/graduate student every student who exceeds the cap. Graduate courses are generally allowed to have up to 70.</p> <p>Faculty are paid \$2K for a development stipend for an online course. This stipend is not tied to training. Novice online instructors have access to a 2 week summer workshop. They will get \$500/wk to go to the training. LTC is developing a series of workshops to be held during the academic year for first time online instructors.</p> <p>New online faculty are evaluated based on the Quality Matters criteria. Faculty will receive \$2k to submit their online course (they have to teach it at least twice) for evaluation. UW-W pays for evaluation. The cost for the entire training &amp; evaluation process, which UW-W pays, costs</p>	<p>Tuition dollars flow through the COB. They pay for all of their own services. They use ITS and their own resources for support. Everyone shares in the revenue.</p> <p>The COB-MBA program is a lot different than the other UW-W programs. They charge \$550/SCH for graduate online tuition and \$360/SCH for their newly created online BBA program.</p> <p>They have student support services, media services, and instructional technology. They need instructional design services.</p> <p>Faculty are required to use Desire to Learn or they don't teach online. They have two professors using a publisher provided platform, but they are not part of their pricing structures.</p> <p>It is recognized that online teaching takes more time. Faculty who want to teach online are required to meet certain standards and evaluations. They have had faculty who take the extra money that is offered with online courses, but they refused to give their courses the time and work they were due. Consequently, their evaluations showed it. When this happens, the faculty are put on probation and given another</p>

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		<p>range plan for the BBA. The department heads are responsible to meet the plans. Sometimes this can cause a disconnect and there are problems with student demand differing from the department's priority.</p>	<p>approximately \$5K.</p> <p>Faculty teaching in the BBA program are paid \$50/student for every student.</p>	<p>chance with counsel on what they need to do differently. If they don't change and "come up to the plate", the Distance Advisory Committee (DAC) provides a written recommendation to the Dean, with points that need to change and what has to be accomplished. If faculty complete what needs to be changed, they get another chance. If they don't, then they are pulled. This process may take up to 2 years.</p> <p>The COB is going to a Quality Matters best practice model. This will allow COB to increase its capacity to evaluate courses. DAC is made up of faculty within the COB. They review the courses after they are taught. The Dean and department heads does not look at every course. Bob Schramm is the DAC chair. He evaluates both the DAC evaluations &amp; the student evaluations. He looks for any red flags (review the bottom 25% of the evaluations) and helps faculty tweak their course. Then usually two faculty review a course prior to it going back to the DAC and prior to giving feedback to the faculty. Generally, online courses have received higher scores than f2f. The DAC doesn't review a course the first time it's taught. The COB allows faculty to adjust after the first time, then they evaluate.</p> <p>Support services: LTC &amp; Help Desk. Library supports Desire to Learn. Online learning website identifies textbooks, enrollment services, financial &amp; expanded students' services which are all supported by Student Affairs.</p> <p>UW-W offers a student online orientation. They</p>

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<p><b>Weber State University</b>  <a href="http://wsuonline.weber.edu/">http://wsuonline.weber.edu/</a>  <a href="http://wsuonline.weber.edu/faculty/gettingstarted.asp">http://wsuonline.weber.edu/faculty/gettingstarted.asp</a>  <a href="http://wsuonline.weber.edu/students/contact/contact.asp">http://wsuonline.weber.edu/students/contact/contact.asp</a>  <b>WSU Online specific issues:</b>                      801-626-6499                      M - Th, 8:00AM to 9:00PM; Fri, 8:00AM to 4:30PM                      Brian Stecklein 801.626.6787</p>	<p>Course caps are determined by the departments. Most course caps are the same online as to their f2f counterpart. Some online courses have class sizes up to 100 students. This is generally not the case. Faculty not assisted by TA's when caps are exceeded.</p>	<p>Faculty are required to receive training. They are paid \$300 for basic training (1 hr.) If get hooked up with an instructional designer will be paid an additional \$900 (which includes approximately 50% in training).</p> <p>Online course development is faculty driven with department and college approval. Sometimes Continuing Education will solicit course development</p>	<p>Faculty are not paid for course development. They are paid for one instance of training. Weber is a state university which has supplemental pay caps. Most courses are taught in overload and are not part of the contract. Faculty are paid \$45/SCH. Some of the courses are taught in-load and some are not. Faculty can't earn more than 1/3 of their salary in overload pay or over 1/3 of the mean faculty institutional salary. The number of credit hours taught in overload is limited per contract year.</p> <p><a href="http://documents.weber.edu/ppm/4-06.htm">http://documents.weber.edu/ppm/4-06.htm</a></p>	<p>encourage their students to take it. Retention rates are a problem online, but this is not being currently addressed by the departments or the institution.</p> <p>Faculty are evaluated by SAI's which differ from college and department in many cases. The University uses BbVista but it is not required to be used when teaching an online course. Continuing Education will attempt to help faculty if chose a different platform to teach course, but can't offer any guarantees.</p> <p>State monies fund positions and instruction. The funding ratio is 60% from the State and 40% from student tuition. Weber has 5 instructional designers and 1 instructional technologist. Tuition flows through the general fund and student fees go to Continuing Education. All technology growth comes from fee money. It supports the hardware, software, and CIO for their effort. (Academic Computing is under another division). Tuition for online courses same as f2f for in-state students. All out-of-state online students pay the same as a non-resident which is not the same as an out-of-state student. Non-residents pay \$190/SCH. If an out-of-state student takes an online course and lives on campus, they pay out-of-state tuition.</p>
<p><b>Youngstown State University</b>                      Dr. Annette M. Burden                      Interim Director of Distance Education  <b>Phone, Fax, and E-mail:</b>                      Phone&amp; Fax: 330-941-1814                      Email: amburden@ysu.edu</p> <p>Union</p>	<p>Course caps are based on pedagogical considerations. The maximum asynchronous class size is 26 students unless the faculty member assigned to teach the class permits more students enrollment.</p>	<p>There are no requirements to date for faculty to be trained in designing or teaching online. The faculty use a variety of learning course management systems (LMCS). YSU is currently using WebCT and is 2 versions behind. They are changing at the end of the 2008-09 academic year at which time they will require faculty to use same LMCS with a standard template for every course.</p>	<p>A Bargaining Unit Faculty Member shall receive reassigned time of two (2) workload hours (WH) for instructional design to develop a new course or make major revisions to an approved online distance learning courses as specified in the <b>Distance Learning Strategic Plan</b>. Faculty</p>	<p>Currently there is no formal distance education program other than through YSU Metro. YSU offers two programs online – Health &amp; Human Services. Currently, Dr. Burden is the Interim Director with possible permanent position eventually, but the effort has no true infrastructure currently. All tuition is going to general fund. At this time, Distance Education has</p>

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		<p>YSU is moving to the position of requiring faculty to have training in LCMS, pedagogy and online policies prior to teaching online. They have a “coordinator” assigned for every course to monitor for quality.</p> <p>Designers, instructors, and developers all the same person.</p>	<p>compensation for an online course instruction shall equal the workload hours for that course plus one (1) additional workload hour unless otherwise agreed to in the Faculty Distance Learning Agreement.</p>	<p>no budget. The Board of Trustees wants the University to grow online, but the budget has yet to come to support effort. YSU is reviewing a variety of LCMS. They are looking at Angel, Bb (not Vista), Moodle and Sakai. YSU has no IT programming support to use Sakai or Moodle. YSU possibly will move to Bb with them hosting to provide 24x7 support.</p> <p><a href="#">YSU's Metro College</a> offers synchronous distance learning courses and programs.</p>