# Engineering-LAS Grant Application Guide

The red-bulleted items in this guide indicate information you are expected to fill out in the online application form. Please review the guide before starting the application.

## applicant Information

* Name (First, Last)
* Title or Rank (e.g. Lecturer, Assoc. Professor, etc.)
* Department or Program
* ISU Email
* Are you the instructor for this course? Yes/No. If No, please describe your role regarding this course (e.g. Department Chair, Program Director, etc.)

## Grant Information (Refer to Appendix I for Grant Types)

* College (Select One)
	+ COE
	+ LAS
* Type of Grant (Select One)
	+ Develop a new online course ($3,000 per credit hour)
	+ Improve an existing online course ($1,000 per credit hour)
	+ Develop a new blended course ($2,000 per credit hour. Only for LAS)
	+ Improve an existing blended course ($1,000 per credit hour. Only for LAS)

## Course Information

* Course Name and Number (e.g. Anthro 201 XW)
* Course Title (e.g. Introduction to Cultural Anthropology)
* Number of Credits
* Expected First Term Offering [semester, year] (This course should be offered at least twice within a two-year period after it is developed.)
* Expected Second Term Offering [semester, year]
* Course Catalog Description
* Degree(s) or certificate(s) for which this course is required (if applicable)
* Number of students enrolled in the previous two terms (e.g. 20 in Spring 2017, 10 in Fall 2016. If the course has not been offered before, please enter the expected enrollment)

## Use of Grant Funds

* Have you received an ELO course development grant previously? Yes/No. If Yes, please describe results and outcomes from previous ELO grant awards.
* How do you plan to use the grant funds? (For more information, refer to Appendix II for Acceptable Use of Grant Funds)
* If possible, please describe your design ideas for this course.
* Briefly describe the type of support you will need from the ELO instructional development staff. (For more information, refer to Appendix III for Grant Course Design Services)

## Potential Student Audience and Benefit

* Briefly describe the expected student audience and benefit to students.
* Briefly describe how this course meets ELO grant priorities. (For more information, refer to Appendix IV for Grant Priorities)

## Required Documents

Upload

* Course Syllabus (PDF or Word Document)
* Budget
* Letter of Support

## Additional Documents (Optional)

* Upload additional Letter of Support
* Upload course Information
* Comments or Questions?

Please feel free to add any comments, questions or additional information.

* Questions may be directed to Darshana Juvale (darshana@iastate.edu; 515-294-4674)

# Appendix I – Grant Types

## Develop a new online course ($3,000 per 1 credit hour)

* The course has never been offered online, or
* More than 50% of the course content needs to be designed, or redesigned, if taken from an existing face-to-face course.

## Improve an existing online/blended course ($1,000 per 1 credit hour)

* Less than 50% of the recorded lectures and/or content needs to be re-recorded or changed.
* Assessment instruments need to be updated (e.g., updating quizzes and assignments).

## Develop a new blended course (for LAS only; $2,000 per 1 credit hour)

* At least 50% of the course content will be delivered online.

## Blended Course

As the name implies, a blended course blends the best of online and face-to-face teaching methods. The term “blended” is often used interchangeably with the term “hybrid”. In addition, the field is characterized by several definitions and practices. See Blended Course Design: A Synthesis of Best Practices (2012) by McGee, P. & Reis, A.

ELO Design has therefore adopted “Blended” as a broad term that includes two teaching approaches, Flipped and Hybrid. The Flipped and the Hybrid models differ in the amount of “seat time” required. Seat time is the time students are required to spend in class.

The seat time in a Flipped course remains the same as in a traditional class. The main change lies in the types of activities that take place in the classroom. Activities like lectures that typically take place in a traditional classroom, are moved online. This results in instructors getting more class time to engage students in active learning exercises, address their misconceptions, and clarify doubts. More information on Flipped Learning is available on the CELT website at Blended Learning and the Flipped Classroom.

The seat time in a Hybrid course, on the other hand, is typically reduced. For e.g., in a 16-week semester hybrid course, instead of the traditional 3 hours per week, students may meet as little as 3 hours in class for the whole semester (an hour in the beginning, an hour in the middle, and an hour at the end of the semester). Or, instead of meeting three hours per week, a class might meet two hours and shift the remaining one hour online. Thus, the total amount of seat time for the semester is reduced by 16 hours.

Regardless of the approach, the learning experience in a well-designed blended course is expected to be seamless as learners move between the virtual and the real world.

# Appendix II – Acceptable Uses of Grant Funds

## Expenditure Guidelines

Online course development grants are offered for two reason. First and foremost, grant funds can be used for the first-time delivery of newly developed distance education courses. Secondly, once a course has been offered, grant funds can be used to enhance the course for future offerings.

Instructors will receive an account number for their course and the funds will be managed at the college level.

Instructors will be given until June 30 of the fiscal year following the awarding of a grant to utilize this funding. Quarterly reminders will be sent to instructors with account balances and expenditure dates. At the end of the fiscal year, any remaining funds in the account will be returned to ELO. Instructors may request one six-month extension from the ELO Instructional Development Coordinator with very good reason.

All funds must be expended in accordance with university policy. Equipment purchased over $5,000 will be the responsibility of the faculty’s department for inventorying purposes. ELO will request the transfer of the asset tags to that department. If the instructor leaves the University for any reason, any items purchased using grant funding shall be returned to ELO prior to departure according to University policy.

## Acceptable Uses of ELO Grant Funds:

* Course buyout from another course to allow time to develop a new course or enhance an existing one
* Funds may not be used for salary during the academic year.
* Honorarium expenses for guest speakers
* Summer salary & benefits – ELO grant funds may be used for summer salary. The budgeted amount should be based on the number of full weeks the instructor plans to spend in summer on developing the course.
* Supplies for developing the course,
	+ Computers/tablets
	+ Equipment
	+ Reference books/course materials
	+ Software
* Teaching Assistant (TA) – Funds may be used to support a TA during development of the course and/or for the first semester the course is taught online. TAs must be providing assistance for the associated course. Funding for TA support beyond the initially awarded grant funding must come from other sources, e.g., departmental funding.
* Travel – must be associated with the course that is being or has been developed and/or improved.

# Appendix III – Grant Course Design Services

## Grant Course Design Services

For courses that have been awarded an ELO Course Development Grant, the Design and Development unit will assist by:

* Providing instructional design expertise as per the guidelines established by the Quality Matters Program on best practices for online course design. Tasks include:
	+ Meeting with the instructor and/or teaching assistant regularly to understand and address the course development needs.
	+ Developing, in collaboration with the instructor, a timetable for course development.
	+ Creating and designing the course page(s).
	+ Providing visual design support.
	+ Ensuring course content is uploaded and design finalized two weeks prior to the start of the course.
	+ Assisting with the creation of online course materials (e.g., training the instructor and/or teaching assistant to record guest lectures and create learning modules, etc.). ELO cannot provide complete video creation services (recording and post-production) but can assist in training.
	+ Assist instructor in creating assessments online and exploring alternative ways of assessing student learning.
* Troubleshooting technical difficulties with instructor, teaching assistant(s) or students enrolled in the course. Questions related to course policies, structure, and content are to be handled by the instructor and/or the teaching assistant(s).
* Training the instructor and/or teaching assistant(s) to manage the day-to-day operations of the course, such as:
	+ Updating the course pages;
	+ Posting, managing, and facilitating discussions on the discussion forum; and
	+ Creating and publishing quizzes, managing the gradebook and student feedback.

# Appendix IV – Grant Priorities

## College of Engineering

* Increase capacity of required undergraduate courses.
* Increase capacity of other high-enrollment, undergraduate courses.
* Develop/improve courses for online graduate programs and certificates.
* Develop new or convert existing online courses to an online format without live lecture capture.

## College of Liberal Arts and Sciences

* Support undergraduate level courses with potential high enrollment.
* Support courses that fulfill requirements for the Bachelor of Liberal Studies (BLS) degree program.
* Support courses that fulfill a general education or specific academic major requirement.
* Support courses that explore new ways of using class time more effectively
* (for blended course only)