

5. Plans to Implement and Sustain the Change

Lawrence Tech has developed significant institutional capabilities in the areas of information technology, instructional technology, and hybrid and online course delivery. Lawrence Tech has prepared itself for entry into the online degree market by thoroughly discussing issues and opportunities with campus stakeholders. Funding for LTU Online is allocated in the general fund budget, staff positions have been assigned and filled, and funding for course development and delivery is allocated.

This section outlines the various administrative and support processes established to implement and sustain the LTU Online initiative. Further information regarding sustainability is found in Appendix D, which includes a comprehensive review of LTU Online against the criteria set forth in the Commission document, “Best Practices for Electronically Offered Degree and Certificate Programs.”

Organization and Processes

Long-term sustainability was a requirement for establishing an online initiative at Lawrence Tech. The LTU Online was designed to include a lean and flexible organization, firm spending targets for the 2005-2006 and future fiscal years, development of long-term enrollment and budget projections, recruitment of new students, and recruitment of new online adjunct faculty.

LTU Online was established as a service unit of the Office of the Provost, with an Executive Director reporting to the Provost to ensure executive accountability. This decision positions LTU Online as a service unit that collaborates with the University’s academic units to offer for-credit degree and certificate programs.

Administrative Organization

LTU Online is a university-wide initiative reporting to the Office of the Provost, with Dr. Vaz serving as executive sponsor and champion. The organizational structure for LTU Online is shown in Figure 2. Dr. McCord administers LTU Online and reports directly to Dr. Vaz. Mr. Bill Drummond, assigned to LTU Online from the Veraldi Instructional Technology Resource Center, serves as Lead Producer and coordinates day-to-day activities of the course production staff. Ms. Diane Cairns and Mr. Kamal Kakish serve as part-time producers responsible for instructional development. In addition, an administrative assistant position and an undergraduate student assistant position support the staff. An administrative manager position is anticipated as the program grows and requires additional administrative coordination. Future consideration will be given to the use of graduate assistants for course development and software development.

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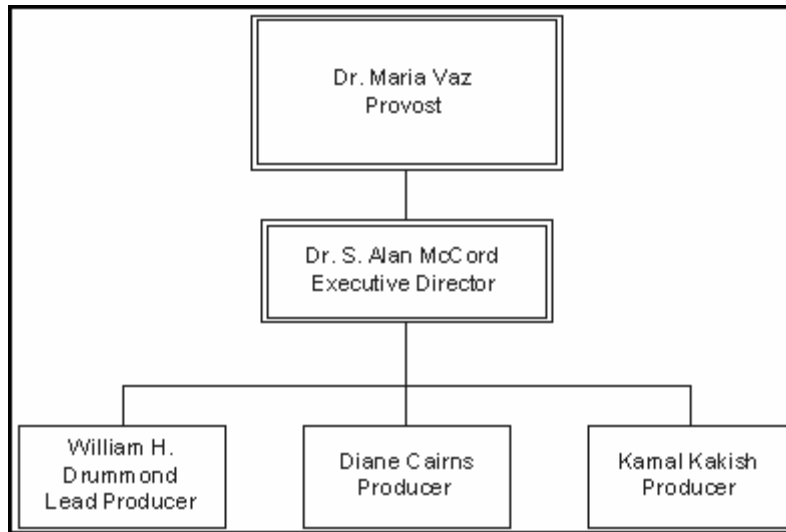


Figure 2 - LTU Online Organizational Structure

Affected deans, administrators, and faculty members are consulted as collaborators during the development, implementation, and operational phases of individual LTU Online programs and courses. Administrative departments are asked to designate staff members for participation on projects and task forces. Full-time Lawrence Tech faculty members are engaged on an overload basis for course development and teaching. Adjunct faculty members are engaged from existing Lawrence Tech faculty and from external recruitment. See Appendix F for more information about teaching load and contracts.

In early 2007, we will propose establishing an LTU Online advisory council consisting of administrators and faculty members from each college as well as key service administrators. The advisory council will provide input to the Provost and Executive Director on a range of issues related to the development and delivery of online programs and courses at Lawrence Tech including but not limited to:

- Current and future online programs
- Academic and program assessment
- Student advising and support services
- Faculty support services
- Enrollment and marketing

Course Development Process

LTU Online uses a structured collaborative approach to develop online courses. See Appendix D for details on the course development methodology. Lawrence Tech's motto is "Theory and Practice." Lawrence Tech endeavors to provide its graduates with competence and knowledge in their field of expertise, as well as with leadership skills and an entrepreneurial mindset. These characteristics are reinforced by the LTU Online course development methodology, with each module containing theory, practice, and assessment components.

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A lead faculty member (and sometimes a second faculty member) are engaged via contract to serve as subject matter experts and are responsible for developing the course content. An LTU Online producer (instructional developer) collaborates with the faculty member(s) to define and develop the course content using the LTU Online course development methodology. All LTU Online staff members act as producers. Staff members from the Lawrence Tech Library, the Edward Donnelly Computer Center, and the Veraldi Instructional Technology Resource Center are included on course development teams to review library, infrastructure, and instructional technology support needs. In addition, the lead faculty member will collaborate with LTU Online staff to revise the course after its first delivery.

We compress a significant portion of the faculty development effort into a six-week period. Weekly working meetings are held between the faculty member and the producer, and work assignments are carried out between these working meetings.

LTU Online producers collaborate with the responsible academic department head to ensure that each online course is consistent with on-campus course content and is maintained and improved over time. Much of this work takes place during initial course development, with faculty members receiving compensation for course development as well as for a post-delivery review and refresh process.

Wherever possible, instructional content is developed and managed for use by multiple online courses. This ensures consistency of information and supports establishment of a repository for instructional objects. The repository, presently implemented within Lawrence Tech's network file system, will be migrated to the Blackboard™ Content System during the upcoming academic year. LTU Online, the Lawrence Tech Library, and the Edward Donnelly Computer Center will collaborate to establish metadata, a storage hierarchy, and promotion processes to deploy the capabilities of the Blackboard™ Content System.

Course Supervision and Updates

LTU Online producers provide mentoring and consulting for online adjunct faculty members during the delivery of each course. Producers are rostered into Blackboard™ course shells as teaching assistants, and can troubleshoot technical problems and quickly work with Lawrence Tech technical support staff to resolve problems. Producers can also update or reconfigure the Blackboard™ course shell and ensure that mid-term and final course evaluation results are processed. Producers can also handle administrative and student service issues on behalf of students enrolled in the course.

LTU Online producers manage the migration of course content to future semesters by updating discussion forums, schedules, syllabi, and course documents. LTU Online courses are designed to minimize the semester-to-semester migration effort. Instructional developers work with faculty member to periodically refresh the content of LTU Online courses. The refresh frequency is determined by the stability of domain knowledge current events, and changes planned for on-campus courses.

Administrative Documentation

LTU Online generates a considerable amount of documentation including:

1. Course development plans, schedules, and artifacts
2. Course syllabi and learning objectives
3. Course-specific and shared learning objects
4. Faculty applications and vitae
5. Faculty course development and teaching contracts
6. Web site information
7. Policies, procedures, and technical documentation

LTU Online has designed record-keeping frameworks using a minimum of paper-based records and stores all relevant materials within Blackboard™ courses, persistent Blackboard™ organizations, the LTU Online web site, and on shared network volumes. Figure 3 shows a schematic of the LTU Online record-keeping environment for the faculty selection and course development processes. Similar schematics document other processes.

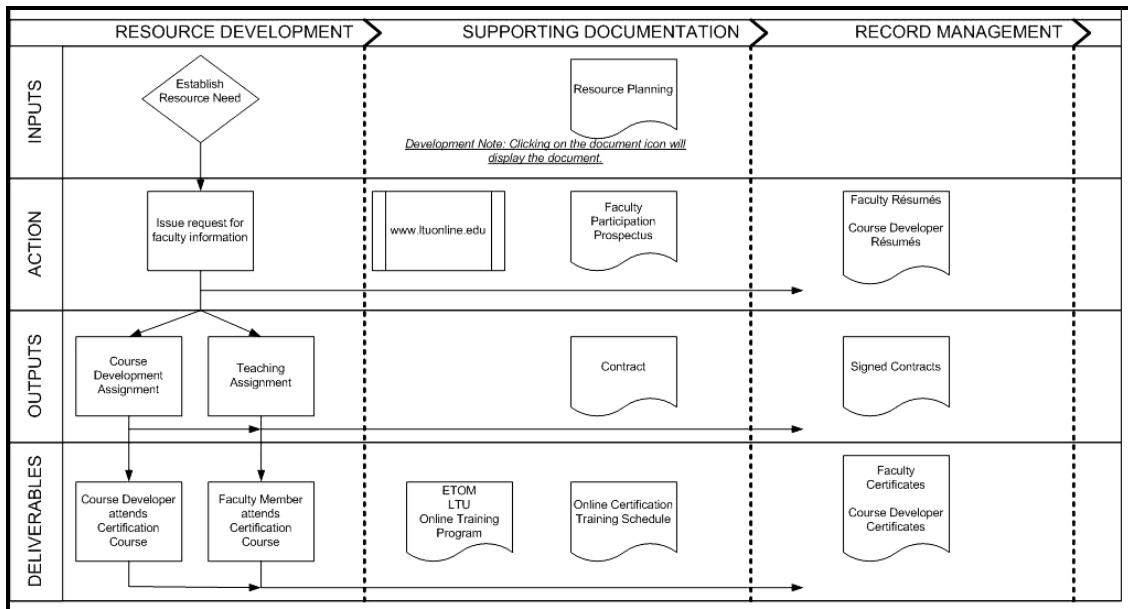


Figure 3 - LTU Online Record-Keeping

Involvement of Credentialed Faculty and Experienced Staff

Full-Time Faculty

The active involvement and support of willing full-time and adjunct faculty members is critical to the success of the LTU Online initiative. Full-time faculty members are able to develop and

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vet course content against our existing curriculum, serve as “bridges” between on-campus and online programs, and provide high quality academic advising to online students. However, Ruth (2006) states that use of full-time faculty members to teach online courses as part of their academic load dramatically increases the cost of online instruction.

After careful consideration, we determined that current Lawrence Tech full-time faculty may propose to develop and teach LTU Online classes on an overload basis, and that participation will be limited to teaching one online course per major semester, with the potential for teaching one or more online courses during the summer semesters. Faculty members developing online courses must agree to collaborate with LTU Online staff and to use the course development methodology described in this proposal. All faculty members teaching with LTU Online must successfully participate in an online teaching training program.

Not all current faculty members are interested in or approved to teach online classes, but providing them with an opportunity to participate helps build on-campus support for the LTU Online initiative. For each candidate program, a matrix of courses and prospective faculty documents plans for course development, participation of full-time faculty members, and need for adjunct faculty members. As Lawrence Tech’s online enrollment grows, additional full-time faculty members may need to be hired to support specific program areas.

Adjunct Faculty Recruitment and Support

Lawrence Tech recognizes that it must recruit and support adjunct faculty members to support a growing online program. See Appendix F for the approved position description for online adjunct instructors at Lawrence Tech, and for the approved course development and teaching contracts used by LTU Online. We have developed the following methods for recruiting and retaining faculty members:

1. LTU Online staff gauges the interests and teaching background of current full-time and adjunct faculty to identify potential internal candidates for course development and teaching, and to schedule these internal faculty members into the course development schedule as appropriate.
2. A position description for online adjunct faculty targets doctorally qualified candidates with industry experience.
3. We have advertised for new adjunct faculty using the EDUCAUSE and AECT online job posting services. We have already received responses from over 75 online adjunct faculty candidates. We will consider advertising in specific professional organizations as needed to recruit experienced online instructors in specific disciplines. For example, we may work with the American Institute of Architects to recruit academically qualified instructors for Architecture programs and courses.
4. Faculty using the EDUCAUSE or AECT job posting service are directed to visit the LTU Online web site at <http://www.ltu.edu/ltuonline/faculty.asp> to complete a “faculty interest form” capturing pertinent contact information. A follow-up e-mail message is sent to applicants requesting their vita for review. Response to a follow-up e-mail message ensures that we have an accurate e-mail address to use for communicating with prospective online faculty.

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5. Applicant information is reviewed to identify applicants most likely to fit the future needs of LTU Online. Instructors who are not a good match for our program are informed of our decision by e-mail. We follow up on an individual basis with high-potential applicants to request additional information including prior classroom and online teaching evaluations and to set appointments for telephone interviews.
6. When an instructor is selected, we review the instructor's experience and skill level with online teaching tools (e.g. course management systems, streaming video and audio, videoconferencing, web conferencing, simulation software, productivity software) and with online pedagogy. In most cases, we require that instructors enroll in and successfully complete the online teaching course developed and administered by the Educational Teleconsortium of Michigan. LTU Online staff and staff from the Veraldi Instructional Technology Resource Center provide additional training on the technology tools used at Lawrence Tech.
7. Each LTU Online course is assigned an LTU Online producer responsible for successfully deploying the course, training the assigned faculty member in the operation of the course, and providing ongoing mentoring and consultation during the semester. Faculty training occurs during the course development effort, or approximately two months prior to the scheduled start of the course for instructors not developing a course.
8. LTU Online holds a faculty orientation and information session prior to the start of each semester where teaching expectations are addressed. See Appendix E for a list of the LTU Online teaching expectations. The orientation session is recorded for on-demand playback. These efforts help develop a "community of practice" approach to online teaching to ensure improved instruction over time, and builds on the efforts of Dr. Richard Bush, BSIT program director, who has facilitated a community of practice for hybrid and online teaching within his program.
9. All LTU Online staff members are rostered into each LTU Online course as teaching assistants. LTU Online producers monitor the progress of the course and ensure that the instructor is responsive to student contributions. Staff members provide ongoing mentoring and consulting during the delivery of the course, and their feedback is incorporated into end-of-term course and instructor evaluation processes.
10. Each course and each instructor are evaluated at the mid-term point of the course and at the end of the course. Adjustments to content, delivery, and in some cases instructors may occur at the mid-point of the course. Course content is reviewed and updated at the conclusion of each course. Student academic performance and evaluations are used to identify potential improvements to the course and as input to the faculty evaluation process. Instructors evaluate the course content and design as well as the support provided by LTU Online staff during the delivery of the course.

Intellectual Property and Copyright

Lawrence Tech's intellectual property policy is integrated with the course development process to provide protection to faculty-owned materials incorporated into LTU Online course. Lawrence Tech's intellectual property policy was developed in 2005 with the involvement of a faculty-led committee. See Appendix H for a copy of this policy. See Appendix I for a copy of Lawrence Tech's copyright and technology policy that applies to any original patentable products developed during the course of a faculty member's employment with Lawrence Tech.

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LTU Online is actively collaborating with the Office of the Provost, the Lawrence Tech Library, the Edward Donnelly Computer Center, and the Veraldi Instructional Technology Resource Center to establish policies, procedures, web information, and training programs to ensure compliance with the TEACH Act of 2002¹³ no later than September 2006. Compliance will ensure Lawrence Tech's ability to incorporate fair use of copyrighted materials into LTU Online courses. TEACH Act compliance information is included on the LTU Online web site¹⁴ and all LTU Online courses are developed and deployed in line with the requirements of the TEACH Act.

Technology Infrastructure

Campus Infrastructure

Lawrence Tech has developed a robust information technology infrastructure summarized in Figure 4.

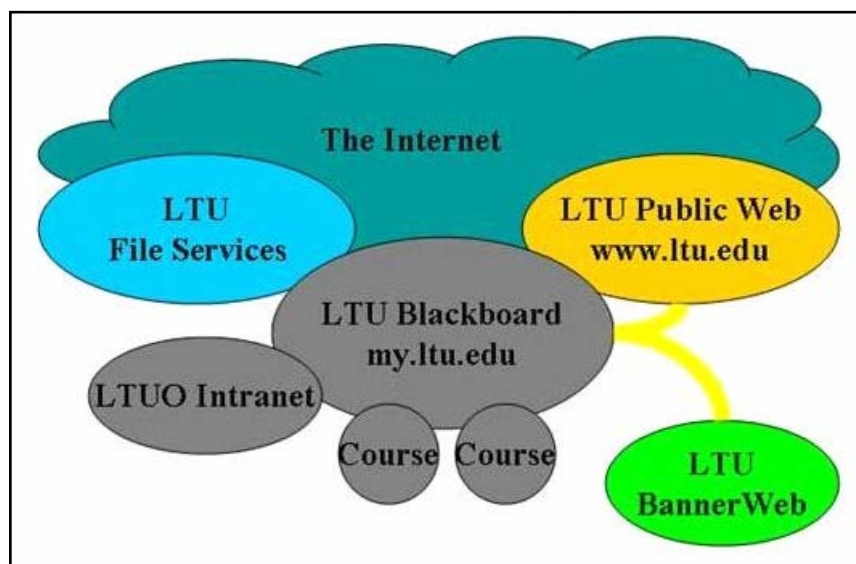


Figure 4 - Lawrence Tech IT Infrastructure

Lawrence Tech receives its Internet access from Merit Computer Network,¹⁵ which provides Internet access to all of Michigan's public universities and a number of private institutions. The campus network consists of a Gigabit Ethernet fiber optic backbone and an overlaid 802.11b wireless network. Lawrence Tech uses an on-campus PBX switch for telephony services, and has implemented Voice over IP (VOIP) services in the new A. Alfred Taubman Student Services Center.

¹³ See <http://www.copyrightoncampus.com/basics/teach.asp> for more information.

¹⁴ See at http://www.ltu.edu/ltuonline/teach_act.asp for more information.

¹⁵ See <http://www.merit.edu> for more information.

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The Edward Donnelly Computer Center, located in the Science Building, provides a computer room environment including an uninterruptible power supply. A robotic tape backup system is used to back up system and user files, and tapes are stored both off-site and on-site. Enterprise services are provided using both Unix and Microsoft Windows™ operating systems and both Oracle™ and SQL Server™ databases.

Lawrence Tech maintains a campus-wide Microsoft Windows™ network environment that provides file and print sharing to faculty, students, administrators, and staff. Access to file systems is password-protected, and off-campus file access is provided using WebDAV technology. E-mail access is provided using IMAP e-mail servers and calendar access is provided using Communicate Pro™. E-mail and calendar services are available to on-campus and off-campus users with web-based and client software.

Enterprise systems include Sungard Higher Education's Banner™ suite of administrative systems and the Blackboard™ course management system (community edition). Blackboard™ access is available to both on-campus and off-campus users, and a Banner™ web interface is available to on-campus and off-campus faculty members for maintaining personal information, maintaining class list and course records, accessing student transcripts and advising records, and posting course grades.

Lawrence Tech's Blackboard™ system is automatically populated with course sections, instructor information, and student information from the Banner™ registration system. Course templates are used to provide a common look and feel for all Lawrence Tech courses. Access to course sites is restricted to students and faculty members enrolled in the course.

Lawrence Tech's public web site is externally hosted and provides active links to campus administrative and learning management systems. The LTU Online public web site has been developed within the Lawrence Tech web site framework at <http://www.ltu.edu/ltuonline>. Another web site at <http://ltuonline.ltu.edu> redirects visitors to the main web site.

Student and Faculty Technology Requirements

LTU Online, in cooperation with the Edward Donnelly Computer Center and the Veraldi Instructional Technology Resource Center, identified the following required technologies for LTU Online students and faculty:

1. A personal computer with at least a Pentium IV CPU, Windows 2000 or XP, and 512 MB RAM and a 40 GB Hard Disk, or a Macintosh G-3 or greater with 512 MB RAM and a 40 GB Hard Disk.
2. The personal computer should be able to read and write CDs and should be able to play DVDs.
3. A USB headset and microphone is recommended for participation in Internet conference calling.
4. Access to the Blackboard™ and Banner™ systems is provided upon registering for a class or being scheduled to teach with LTU Online.

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5. High-speed Internet access (cable modem, DSL, satellite, wireless or other broadband service) is required for all LTU online courses.
6. LTU Online courses are best viewed using Microsoft Internet Explorer v6.0 or higher or Firefox v1.5 or higher for Windows PCs, or Internet Explorer v5.2 or Safari 1.0 or higher for Macintoshes.
7. The Microsoft Office or Open Office suites of productivity tools are required for viewing course materials and interacting with students.
8. Current plug-ins for Microsoft Media Player, Adobe Acrobat, Shockwave Flash, RealPlayer, and QuickTime may be required for viewing course media.

Learning Resources and Support Services

Administrative support and provision of online student services are critical to the success of the LTU Online initiative. As online students will not be visiting the campus, Lawrence Tech administrative, technology, and student services are provided online or by telephone in a seamless and uncomplicated fashion. LTU Online has established working relationships with key administrative, technology, and student services offices to ensure that support issues for online students are clearly understood and that continuous improvements are made to our online service portfolio. This section discusses several key administrative support issues.

Digital Library Services

The Lawrence Tech Library has made significant investments in full-text digital services in support of Lawrence Tech's academic programs. The materials listed below have recently been added to the Library's digital collections and are available online to all Lawrence Tech students, faculty, and staff:

1. **Business Source Complete** – The Library has upgraded from the Business Source Premier to Business Source Complete service, providing additional digital resources to students in the management, computer science, information technology, and engineering programs. The new service provides 10,380 full-text journals, 1,299 of which are peer-reviewed. The previous service provided 9,257 full text journals, 1,101 of which were peer-reviewed. The Business Source Complete product also includes 250 case studies, 280 full-text books, and a collection of pre-published working papers.
2. **Emerald Management Extra** – The Library has upgraded from the Emerald to the Emerald Management Extra service, providing additional digital resources to students in management programs. The new service provides access to 140 full-text journals, an increase of 40 journals from the previous service.
3. **IEEE Electronic Library** – The Library has upgraded from the IEEE Periodicals service to the IEEE Electronic Library (IEL) service, providing additional digital resources to students in the engineering, computer science, and information technology programs. The IEL service includes one-third of the world's literature in the fields of electric/electronic engineering and computer science/information technology, with over 1.2 million full-text documents available. While the previous service provided access to 122 full-text journals from 1998 to the present, the new service provides journal access to 1988 or earlier,

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provides access to over 815,000 IEEE proceedings, provides 28 full-text journals and all proceedings from Great Britain's Institution of Electrical Engineers (IEE), and includes access to over 1,300 IEEE standards in full-text form.

4. **MAD CAD** – The Library has added the MADCAD service to provide building codes, knowledge-based design solutions, and guidelines to meet the codes, providing additional digital resources to students in architecture and engineering programs. MAD CAD provides access to a cross-referenced collection of building, electrical, mechanical, plumbing, fire, and maintenance codes from BOCA, SBCCI, ICBO, ICC, and NFPA, as well as access to comprehensive state and local codes.
5. **eBrary SME Database** – The Library has added the eBrary database from the Society of Manufacturing Engineers (SME), providing additional digital resources to engineering students. The database includes all SME papers and selected books.
6. **SAE Papers** – The Library has added digital access to papers from the Society of Automotive Engineers (SAE), providing additional digital resources to engineering students. The database includes all ground vehicle papers published since 1998 as full-text digital resources.

The Lawrence Tech Library provides more than 21,000 unique full-text journal titles to Lawrence Tech students, and expects to provide approximately 25,000 unique titles by September 2006 including:

1. ACM Digital Library (345 journals and all proceedings)
2. American Chemical Society (36 journals)
3. American Institute of Physics (1 journal)
4. American Society of Civil Engineers (30 titles)
5. American Society of Mechanical Engineers (28 titles)
6. Blackwell Synergy (5 journals)
7. Business Source Premier (10,300)
8. Computer Database (348 journals)
9. DOAJ: Directory of Open Access Journals (678 titles)
10. EBSCOhost EJS (265 journals)
11. Emerald Management Xtra (140 titles)
12. Expanded Academic ASAP (2,129 journals)
13. General Business File ASAP (2,964 journals)
14. General Reference Center Gold (3,063 journals)
15. Health Reference Center Academic (707 journals)
16. IEEE All-Society Periodicals Package (ASPP) (104 titles)
17. IEEE Computer Society Library Subscription Plan (CSLSP-e) (17 titles)
18. InfoTrac Custom Newspapers (84 journals)
19. InfoTrac OneFile (5,419 journals)
20. LegalTrac (110 journals)
21. LexisNexis Academic (4,141 journals)
22. Sage (under consideration)
23. ScienceDirect College Edition – Physical Sciences and Energy Journal Collection (608 journals)
24. Wilson Select Plus (OCLC) (1,852 journals)

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In addition to this extensive collection of online journals, over 24,000 online books are available as of June 2006 and additional titles are being added on a regular basis.

Veraldi Instructional Technology Resource Center

The Veraldi Instructional Technology Resource Center provides training, consulting, documentation, and production services to all Lawrence Tech faculty members. Faculty members can sign up for one of many regularly scheduled training sessions, most of which are recorded for on-demand video streaming.¹⁶ The Veraldi Center maintains a range of instructional technology software for faculty use including Captivate™, Impatica™, and Pinnacle Studio™. Veraldi Center staff are available to assist faculty members with recording streaming video and audio, conducting videoconferencing or web collaboration sessions, or producing instructional materials for use in the classroom or online.

LTU Online collaborates with the Veraldi Center to schedule faculty training sessions and to develop documentation on the use of instructional technology software and services. All Lawrence Tech faculty members may schedule the use of instructional development services from either the Veraldi Center or LTU Online.

Student Advising

All students enrolled in LTU Online degree programs are assigned to an academic advisor for the duration of the program based on the existing practices within the individual colleges. We recognize that increased enrollment will mean additional advising responsibilities for full-time faculty. Lawrence Tech will assess the impact of additional online students on advising needs, and will allocate additional advising resources as needed.

Advising information is available on the Lawrence Tech web site at the college or department levels and is linked from the LTU Online web site. Information specific to enrolled students is also available in Lawrence Tech's Blackboard™ course management system in the university portal, in a Blackboard™ organization available to all online students, and in course shells available only to students enrolled in specific courses.

Student advising meetings are held via telephone conference calling, web conferencing, instant messaging, or face-to-face meetings at the Southfield campus or course delivery site. An advising web site for each online program links students to program advising web pages and includes special information for online students. Advisors maintain detailed records on all advising encounters. Lawrence Tech's Banner™ student information system provides advisors with easy access to college transcripts, grades, holds, financial aid information, and tracking progress towards graduation.

Lawrence Tech has benchmarked its existing advising practices against best practices found in a study by Western Interstate Commission for Higher Education (WICHE) that evaluated online

¹⁶ See <http://www.ltuvitrc.com> for more information.

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student support offerings at colleges and universities in 15 states.¹⁷ The National Association of Academic Advisors (NACADA) has also promulgated best practices.¹⁸ These best practices serve as models balancing the “high touch” services valued by students with the “high tech” environment of online learning. Lawrence Tech’s advising process features the following best practices:

1. **Comprehensive Online Services** – Students can search and register for classes, access grades, apply for financial aid, and explore scholarships. This comprehensive service suite is similar to those implemented at the University of Colorado-Boulder and at Indiana State University.
2. **Online Resource Manuals and FAQs** – A comprehensive advising guide and frequently asked questions (FAQs) are available to both faculty and students. This information includes clear and concise explanations of curriculum requirements, explanation of academic policies, and information about petitioning for variances from prescribed course sequences. These information guides are similar to those implemented at Washington State University and Indiana University-Purdue University at Indianapolis.
3. **One-On-One Access to Advisors** – Access to academic advisors is available using e-mail messaging, instant messaging, web conferencing, phone conferencing, and videoconferencing. These services are similar to services implemented by Weber State University.
4. **Student Online Forum** – A monitored online forum provides opportunities for students to interact with advisors and to share questions and responses with their fellow students. This forum operates within the Blackboard™ organization dedicated to LTU Online students.

Academic Integrity

Academic integrity is a critical issue for both traditional and online instruction. Students enrolled in on-ground and online classes each have unique opportunities to engage in academic dishonesty as shown in Figure 5:

On-ground Students	Online Students
Ability for students to meet their fellow students face to face within and outside the classroom	Ability for students to collaborate invisibly in the online world
Students’ shared experiences in the classroom environment	Ability for students to plagiarize their online discussion board contributions in addition to written assignments
Common exams being delivered in the classroom environment	Less ability for instructors to observe the student directly in a classroom setting
Access within the classroom to wireless networks, cellular phone networks, and peer-to-peer communication tools	

Figure 5 - Academic Integrity Challenges

¹⁷ See <http://www.wcet.info/resources/publications/guide1003/guide.pdf>

¹⁸ See <http://www.nacada.ksu.edu/Monographs/index.htm#train> for more information.

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Lawrence Tech has a strong policy on academic integrity.¹⁹ The LTU Online environment is consistent with Lawrence Tech policy, educates students about academic integrity, and provides faculty members with tools and techniques to detect plagiarism and dishonesty when it does occur. Developing new capabilities in the academic integrity arena can improve the academic environment for all Lawrence Tech students. Specific capabilities and tools used in LTU Online to ensure academic integrity include:

1. **Training programs** – Students are informed of Lawrence Tech’s academic integrity policy, and are educated in the importance of academic integrity for their future academic and career life.
2. **Academic honor code** – Lawrence Tech’s academic honor code is posted on all course syllabi and within all Blackboard™ course shells. Each undergraduate class assignment includes the academic honor code, consistent with Lawrence Tech’s academic integrity policy.
3. **SafeAssignment™** – Lawrence Tech has implemented the SafeAssignment™ anti-plagiarism tool into the Blackboard™ course management environment. This web service detects instances of plagiarism from a wide range of sources on the Internet and in academic journals, and provides the opportunity for students to pre-check their work prior to final submission. Our experiences to date have found that student work contains fewer examples of plagiarism when they are able to preview drafts of their work and correct violations before submitting their final product.
4. **Blackboard™ Testing Options** – LTU Online uses tests generated by Blackboard™ rather than paper-based quizzes and exams. Blackboard™ has a range of settings for online testing which decrease opportunity for inappropriate student collaboration, including:
 - a. Selection of randomized questions from test banks;
 - b. Randomization of selected questions selected for a specific student’s online quiz or exam;
 - c. Timed examination periods;
 - d. Progressive disclosure of questions; and
 - e. Forcing students to complete their exam during one Blackboard™ session.
5. **Proctored Examinations** – Where proctored examinations are required, proctored test sites will be established at Lawrence Tech course delivery sites, at community college locations, at private testing agencies, or at United States Information Services²⁰ posts.
6. **Multiple Assessment Techniques** – The LTU Online course development methodology specifies theory, practice, and assessment components within each instructional module. LTU Online producers collaborate with faculty members to use multiple assessment techniques in addition to traditional examinations including:
 - a. Personal reflection against norms;
 - b. Case-based essay examinations;
 - c. Terminal individual or group projects;
 - d. Individualized assessments based on pre-test scores;

¹⁹ See http://www.ltu.edu/currentstudents/honor_code.asp for more information.

²⁰ See http://usinfo.state.gov/scv/life_and_culture/education/study_in_the_us.html for more information.

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- e. Evaluation of discussion contributions using Blackboard™ discussion grader feature installed at Lawrence Tech

Orientation for Online Degree Students

From the student's perspective, experience with LTU Online begins with an extensive orientation and advising process in advance of starting work toward a fully online degree or certificate. Components of the orientation process include:

1. **Online Orientation** – Participation in online orientation activities located on:
 - a. The Lawrence Tech public web site at <http://www.ltu.edu> ;
 - b. The Lawrence Tech Blackboard™ portal located at <http://my.ltu.edu> ;
 - c. The Veraldi Instructional Technology Resource Center at <http://www.ltu.edu/vitrc/index.asp> and <http://www.ltuvitrc.com> ; and
 - d. The LTU Online web site at <http://www.ltu.edu/ltuonline>. This site features an interactive narrated tour of Blackboard™, overviews of LTU Online processes and procedures, external web sites addressing learning styles and tips for successful online experiences, and links to streaming video from on-ground orientation sessions and other presentations of interest to online students.
2. **Transcript Review** – Review of undergraduate academic transcripts and resumes by academic department advisors to evaluate pre-core requirements for graduate programs;
3. **Advising Session** – One-on-one advising with a faculty member from the student's home academic department, conducted either face-to-face, by telephone conference call, or by web or video conferencing;
4. **LTU Online Support** – Additional advising with an LTU Online staff member to ensure that all academic advising, administrative, and student service issues are understood and resolved; and
5. **Online Learning Course** – Participation in a zero-credit “Success Strategies for Online Learners” course prior to the start of classes. This course is noted as “OLL5000” in our development schedule, and is scheduled to be developed in fall 2006 for first delivery in spring 2007 pending Commission authorization for delivery of fully online degree programs.

Student orientation activities occur partially online and partially via individual conference or videoconference call. Optional on-ground orientation activities for online students are provided on the Southfield campus and at course delivery sites based on enrollment patterns. Selected on-ground orientation activities are recorded and streamed on demand using Lawrence Tech's streaming video service through the LTU Online web site. Orientation programs will be combined with guest lecturers, symposia, and other events that could serve to recruit additional students and to build Lawrence Tech name recognition throughout the region.

Administrative Support Services

All Lawrence Tech student support services are available to online students in a seamless fashion that does not require commuting to the Southfield campus to receive services. LTU Online staff members have met with all key student services providers to review their ability to provide

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services to online students. See Appendix G for detailed information on the following service areas:

1. Admissions
2. Financial Aid
3. Academic advising and online record-keeping associated with advising sessions
4. Academic support and tutoring services
5. Career Services
6. College level administrative support services necessary to support online students
7. Digital Library services
8. International Student Services
9. Online ordering of textbooks from the Lawrence Tech Bookstore and other online vendors
10. Records, registration, and graduation
11. Student Accounts Receivable
12. Student judicial services
13. Safety and security

Based on our thorough review of Lawrence Tech student services, virtually all student services are available virtually as well as to walk-in students. LTU Online staff members are collaborating with administrative offices to develop action plans for the following service improvements that will occur by December 2006:

1. **Digital Library Documentation and Training** – The Lawrence Tech Library has aggressively expanded its digital collections, providing access to thousands of full-text journals and books to Lawrence Tech students, faculty, and staff. Additional documentation and training materials are being developed to aid faculty and students in using these resources.
2. **Student Organization and Recreation Opportunities** – All current recreational and organizational opportunities are designed for on-campus students. LTU Online is collaborating with the Dean of Students to establish an Online Students Organization, which will be able to participate in student government activities as a bona fide student organization. LTU Online is collaborating with the Student Activities and Recreation Department to develop recreation programs for online students, such as online personal training, links to regional and local recreation facilities, NCAA brackets, and fantasy sports.
3. **Internet Security** – LTU Online, the Edward Donnelly Computer Center, and the Lawrence Tech Public Safety Department are collaborating to prepare information on Internet security issues such as identity theft, cyber-stalking, attempted network intrusions, and protection of student information.

Graduation and Commencement

Students enrolled in fully online degree or certificate programs are subject to Lawrence Tech's existing graduation audit process, with graduation eligibility certified by the appropriate college and academic departments. Graduates of fully online degree and certificate programs are eligible

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to participate in Lawrence Tech’s annual commencement ceremonies held at Detroit’s Cobo Hall each May. Commencement exercises are available on DVD for students not able to attend. Graduates receive a one-year complimentary membership in the Lawrence Tech Alumni Association as a part of the graduation process.

Institutional Capacity to Implement and Sustain the Proposed Change

Lawrence Tech has developed extensive capabilities in the areas of IT infrastructure, learning technologies, and online teaching over the past few years. Lawrence Tech was the first 100% wireless campus in Michigan and is recognized by Intel Corporation as one of the nation’s “most unwired campuses.”²¹ Lawrence Tech provides laptop computers to all on-campus undergraduate students, and has a comprehensive technology support program to assist all students.

Lawrence Tech’s campus-wide adoption of Blackboard™ has supported all classes including traditional classes. Videoconferencing and web collaboration technologies have also been implemented and are available for use in all classes. This suite of production tools has led to the creation of a significant number of hybrid classes, several fully online asynchronous classes, and a number of synchronous classes using videoconferencing or web conferencing technologies.

While Lawrence Tech’s technology environment is adequate to support the establishment of an online degree program, additional resources have been allocated to develop the LTU Online initiative and to sustain its operation. Lawrence Tech has committed financial resources, staffing, and administrative leadership to the success of the LTU Online initiative. Lawrence Tech has carefully considered the start-up costs for the initiative, the costs associated with the development of online courses, the costs associated with the delivery of online courses, and the provision of online student services. Lawrence Tech has committed itself to sustaining this initiative, assessing its effectiveness, and expanding the initiative to other academic areas in the future. This section discusses funding, staffing, faculty compensation, and technology infrastructure needs to sustain LTU Online.

LTU Online Funding

The LTU Online initiative was authorized to spend approximately \$50,000 during the 2005-2006 fiscal year ending June 30, 2006. Start-up funds were allocated to support the following activities:

1. **Staffing** – Providing a stipend to the Executive Director, Lead Producer, and two part-time Producers;
2. **Hardware And Software** – Procuring necessary staff hardware and software to equip the LTU Online course production environment;
3. **Office Supplies** – Providing general office supplies, telephone services, and printing services; and
4. **Marketing** – Development of web information and marketing materials.

²¹ See <http://www.intel.com/personal/wireless/unwiredcampuses.htm>

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The LTU Online budget for fiscal year 2006-2007 identifies expenditures up to \$885,000 as shown in Appendix K. The budget includes funding for the following activities:

1. **Staffing** – Continuing the stipend for the Executive Director, Lead Producer, part-time Producers, Administrative Assistant, and Student Assistant positions. Funding is also available for a Graduate Assistant if a suitable candidate is identified.
2. **Hardware And Software** – Procuring additional hardware and software in support of video capture and video production.
3. **Office Supplies** – Funding for office supplies, telephone services, and printing services.
4. **Travel and Conference Fees** – Funding for participation in professional conferences by LTU Online staff members.
5. **Marketing** – Providing funding to support Internet search engine optimization, radio advertising, billboard advertising, production of additional print marketing materials, and participation in recruitment events.
6. **Course Development Stipends** – Providing course development stipends to each faculty subject matter expert selected to develop an LTU Online course.
7. **Adjunct Faculty Teaching Contracts** – Providing compensation for each LTU Online course taught with the “OL” campus designation. Faculty compensation is equivalent to the rates paid for traditional classes.
8. **Ancillary Course Development Expenses** – Funding to acquire specialized software or digital resources needed to support specific courses.
9. **Course Delivery Expenses** – Funding to provide specialized course support services such as telephone conferencing, videoconferencing, web conferencing, test proctoring, or hosted services.

The specific amount expended by LTU Online in fiscal year 2006-2007 depends on the exact number of courses developed and delivered, and on the ancillary costs associated with each online class section. Revenues from online courses are dependent upon total enrollment. The LTU Online budget was developed using three enrollment targets:

1. A maximum enrollment of 20 students per section
2. An average enrollment of 12 students per section
3. A minimal enrollment of 7 students per section

Lawrence Tech sets an enrollment target of seven students for operation of any class section, and LTU Online courses are subject to this rule. The average enrollment in all LTU Online sections should therefore never drop below seven students.

The Lawrence Tech fiscal year 2006-2007 budget includes funds allocated to other campus units that directly support the development and operation of LTU Online. All of these funds also support Lawrence Tech’s traditional and hybrid classes, and improve student services for all Lawrence Tech students. LTU Online and the affected service units submitted these funding requests jointly. New initiatives for fiscal year 2006-2007 include:

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1. **Blackboard™ Content System** – Funding has been provided to the Veraldi Instructional Technology Resource Center to acquire and implement the Blackboard™ Content System. This new product provides support for individual and departmental file storage areas, the ability to share learning objects among multiple instructors and courses without making multiple copies of the object, improved integration with Library resources, and development of a campus repository for learning objects.
2. **Storage array** – Expansion of the Edward Donnelly Computer Center storage array to accommodate additional online courses, streaming video content, and other learning objects
3. **Business Source Complete** – Expansion of the Lawrence Tech Library’s digital library holdings to include the Business Source Complete product.
4. **IEEE Electronic Library** – Expansion of the Lawrence Tech Library’s digital holdings to include the full range of IEEE journals, standards, and proceedings.
5. **Sirsi e-Reserves** – Expansion of the Lawrence Tech Library’s Sirsi online catalog to include an e-reserve capability. This capability, coupled with implementation of the Blackboard™ Content System, will dramatically improve the integration of digital library resources into online classes.
6. **Ariel Scan/Send Service** – Provision of scanning and distribution services for Lawrence Tech Library resources.

Discussions held with technology and library administrators have identified future investments in support of online instruction needed as LTU Online enrollment increases. These future investments include:

1. **Expanded Video Streaming** – Expansion of Lawrence Tech’s video streaming server environment to support additional concurrent streams.
2. **Upgraded Web Conferencing** – Replacement of Lawrence Tech’s Gradepoint™ web conferencing environment with a hosted conferencing environment directly integrated with Blackboard™. We are currently evaluating Horizon-Wimba™, Elluminate™, and WebEx™ as candidate replacement products.
3. **Bibliographic Software** – Acquisition of a campus site license for bibliographic software to assist students in preparing research papers. We are currently evaluation Refnotes™ and competitor products.
4. **Learning Object Repository** – Following implementation of the Blackboard™ Content System, Lawrence Tech will develop and implement a digital repository for long-term storage and cataloging of learning objects and student academic artifacts.
5. **Expanded Video Capture Capabilities** – Additional video capture stations and video editing hardware and software will support capture of classroom activities, guest lectures, and campus events for streaming to online students.

Faculty Compensation

After careful consideration of various options for participation by full-time Lawrence Tech faculty, we determined that current full-time faculty will be allowed to teach one LTU Online courses on an overload basis during each of the fall and spring semesters with approval of LTU

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Online. Full-time faculty with nine-month contracts may also contract to teach one or more LTU Online classes in the summer semesters.

LTU Online will compensate faculty members at the same rate as paid for traditional classes to adjunct faculty members. This rate is the same rate paid to full-time faculty members who teach traditional classes in the summer semester or as an overload to their base academic load:

- \$3,525 for a three-credit graduate level class
- \$2,350 for a two-credit graduate level class
- \$2,920 for a three-credit undergraduate level class

LTU Online courses are not counted toward base faculty load at this time. This action enables the LTU Online program to evolve without having an immediate impact on the scheduling of traditional and hybrid classes taught by full-time faculty members. It may be appropriate to reconsider this policy in the future depending on the success of the LTU Online program and the availability of qualified and interested faculty members.

Tuition Pricing

Lawrence Tech uses a number of tuition rates for various delivery sites, degree levels, and programs. Initial tuition rates for LTU Online classes are slightly lower than the tuition rates charged for students taking traditional or hybrid classes at the main Southfield campus:

- \$567 per credit hour for junior-senior courses
- \$626 per credit hour for graduate courses

This decision reflects the lower facility costs needed to deliver an online program. The tuition schedule also makes our MBA program price-competitive with other universities offering online degree programs.

When we receive Commission approval to offer online degree programs, we expect that fully online students will be more sensitive to comparative tuition rates than are traditional students. We will evaluate the impact of tuition rates on applications and enrollment as we implement marketing plans for fully online degree programs.

Public Web Site

An extensive public web site has been developed to market the LTU Online initiative and provide services to students and faculty. The public web site is accessed from either <http://ltuonline.ltu.edu> or <http://www.ltu.edu/ltuonline>. The current information architecture for the LTU Online public web site as shown in Figure 6. Audience navigation aids are provided at the top of each page, and content navigation is provided on the side of each page.

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LAWRENCE TECHNOLOGICAL UNIVERSITY

LAWRENCE TECH ONLINE

LTU: HOME CONTACTS CALENDAR NEWS SITEMAP SEARCH

Online Programs

Why LTU Online? Future Students Current Students Faculty About LTU

MBA

MEM

BSIT

Project Management

Nonprofit Management

Architectural Management

Fall 2006 Courses

Spring 2007 Courses

LTU Online Home

LTU Online Blog

Introducing LTU Online

"Flexible Learning for Busy Professionals"

Lawrence Technological University Online is a new initiative charged with developing online courses for busy professionals like you. LTU Online courses are scheduled to be offered starting in Fall 2006 and will initially include courses leading to degrees or certificates in these areas: Master of Business Administration, Master of Engineering Management, and Bachelor of Science in Information Technology. Courses from other degree and certificate programs will be offered in future semesters. The vision of LTU Online is to eventually offer fully online degree and certificate programs. See the [Fall 2006](#) and [Spring 2007](#) schedules for LTU Online courses available for registration.

Are Online Courses Right For Me?

Online learning is quite different than learning in a traditional classroom setting. Online courses require you to think differently about how you collaborate with faculty and student colleagues, complete assignments and tests, and most importantly, study and learn. The ultimate goal remains the same - to maximize your learning experience in a manner that satisfies your education needs.

Online learning is not for everyone, and LTU offers traditional, hybrid, and online classes because we know that each student learns differently. To be successful as an online student, you must possess strong time management and organizational skills, enjoy learning independently as well as with others, work effectively with technology, and communicate effectively in writing. Check out our [Future Students](#) section to see if online courses are right for you.

How Do I Register For LTU Online Courses?

All students wishing to take LTU Online courses must be admitted to an LTU degree or certificate program, and must meet the prerequisite requirements for each course. There are no special admissions procedures or registration requirements for taking LTU Online courses, and all LTU Online courses are listed in LTU's BannerWeb system using the campus code "OL." Credit for online courses are the same as for traditional or hybrid courses. We encourage all students to collaborate with your academic advisor to select the courses most appropriate to your academic goals. See the [LTU Admissions Web Site](#) for complete information on applying for admission, or [LTU Registrar Web Site](#) for complete information on registering for classes.

For More Information

For more information about LTU Online, please view our [marketing flyer](#), send an e-mail message to ltuonline@ltu.edu, or call us at 248-204-2380.

06-Jul-2006

Figure 6 - LTU Online Web Site

Information already available on the public web site includes:

1. An overview of the LTU Online initiative
2. A discussion of online learning for prospective students, and guidance for helping students decide if online learning is appropriate for their academic objectives and learning style
3. Descriptions of the degree and certificate programs supported by LTU Online courses
4. Links to course descriptions, academic schedules, and enrollment statistics for current and upcoming semesters
5. Direct links to student application and registration functions using Lawrence Tech's Banner™ student information system

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6. Online student orientation and learning resources for students
7. Links to Lawrence Tech online student services
8. Links to common syllabus elements shared by all LTU Online classes including grading scale, evaluation rubrics for written work and discussion forum participation, academic integrity statements, copyright and intellectual policy statements, and other documents
9. An overview of the LTU Online initiative for prospective faculty members
10. An online application form for prospective faculty members
11. Links to faculty teaching resources and common syllabus components such as academic integrity, course grading scales, assignment evaluation rubrics, and standard calendar information
12. Links to faculty biographical information and external web sites
13. Faculty teaching orientation and training resources
14. Links to technology resources, available software, and technical support
15. Information about the LTU Online organization and staff qualifications
16. Link to an online blog for announcements and discussion of issues related to LTU Online

Blackboard™ Portal and Internal Intranet

LTU Online is collaborating with campus technology administrators to integrate the LTU Online public web site with Lawrence Tech's Blackboard™ portal and Banner™ student information system. A customized LTU Online Blackboard™ portal is being developed to provide “samples” of online instructional content to prospective students as well as links to administrative and student support services for online students.

Lawrence Tech presently uses a standard Blackboard™ course template for all courses. LTU Online is developing a customized course template that includes standardized components for all online courses.

LTU Online has established a Blackboard™ organization for collaboration and record keeping by LTU Online staff and online faculty members. These organizations provide the opportunity for online faculty members to share information with their peers and to obtain support assistance online. We have also instituted a blog to provide ongoing discussions of online course development and support issues.

Marketing and Outreach

Program marketing is critical to the success of the LTU Online initiative. Lawrence Tech has historically focused its marketing efforts on “University branding” rather than “program branding” and we will take advantage of this focus by incorporating references to online courses into Lawrence Tech's overall branding efforts.

Each online degree and certificate program has unique student, geographic and partnership opportunities as outlined below:

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1. **MBA and MEM** – Lawrence Tech has excellent name recognition outside its primary geographic market of southeastern Michigan. We will initially market the MBA program to prospective students who live beyond our traditional geographic market but who are still within the range of Lawrence Tech’s name recognition.
2. **BSIT** – Lawrence Tech has established articulation agreements for this 2+2 completion program with Macomb Community College, Oakland Community College, and Schoolcraft College. LTU Online is exploring a comprehensive articulation agreement through the Michigan Virtual Learning Consortium that would provide access to online BSIT courses to all qualified Michigan community college graduates.
3. **Architectural Management** – This unique online program can be marketed on a national basis through affiliation with the American Institute of Architects.
4. **Nonprofit Management** – This unique online program will build on relationships established by the Nonprofit Management program and can be marketed through these relationships.
5. **Project Management** – Students in several graduate programs can concurrently pursue Lawrence Tech’s project management certificate. The online program is marketed in collaboration with the Project Management Institute, who maintains a database of partner institutions offering academic project management programs.

Marketing to prospective online students and to new geographic regions requires investment in “search engine optimization” technology to help potential students locate Lawrence Tech through web browsing and the use of search engines. Search engine optimization is a particularly effective marketing technique that adapts the University’s web site metadata to bring it in line with prospective students’ search behaviors. Search engine optimization will be coordinated with other marketing initiatives in collaboration with Lawrence Tech’s Marketing and Admissions departments after receiving Commission approval for offering online degree programs.

Marketing initiatives included in the fiscal year 2006-200 budget include:

1. **Print and E-mail Marketing** – Lawrence Tech will continue to produce traditional print marketing materials for on-campus and off-campus distribution. We can continue to use Internet venues such as the Great Lakes IT Report and other listservs to provide information about our online programs.
2. **Billboards** – Lawrence Tech will lease billboard space outside our traditional geographic region, especially on routes traveled by vacationers. The billboards will build Lawrence Tech’s brand recognition as well as market online degree and certificate programs.
3. **Search Engine Optimization** – Lawrence Tech is developing the capabilities of our public web site so that search engines can find our programs more effectively using appropriate metadata tagging. This effort will benefit all Lawrence Tech academic programs as well as the overall reputation of the University. We will purchase additional marketing through Google, Yahoo, and other online search engines as needed to advance Lawrence Tech’s search engine position at critical times of the recruitment cycle.
4. **Radio and Cable Television** – Lawrence Tech will place targeted marketing messages in radio and cable television markets within the Great Lakes region. These marketing messages will focus on building Lawrence Tech’s brand recognition as well as marketing specific degree and certificate programs.

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5. **Relationship-Based Marketing** – Lawrence Tech will use relationship-based marketing approaches through our existing course delivery site partners, university placement offices, industry and professional organizations, and nonprofit organizations. We will make on-site visits to key businesses to discuss the applicability of online programs.

Timeline to Implement the Proposed Change

The LTU Online initiative was approved in February 2006, and staff members were hired effective March 1, 2006. LTU Online Producer Mr. Kamal Kakish manages an extensive Microsoft Project plan for the activities of the LTU Online initiative, and we track progress against tasks and milestones at weekly staff meetings. A copy of the project plan accompanies this document as Appendix M.

The most significant milestones in the first year of the LTU Online initiative are listed below:

1. Develop policies, procedures, faculty contracts, and other documentation;
2. Develop a comprehensive web presence for LTU Online;
3. Establish our course development schedule for the first 12 months of the initiative;
4. Recruit faculty subject matter experts and instructors;
5. Develop and deploy 11 courses for student enrollment in fall 2006 in support of selected degree and certificate programs;
6. Develop and deploy an additional 12 online courses in spring 2007;
7. Develop and deploy an additional 10 online courses in summer 2007;
8. Develop and implement an assessment plan for student achievement and a program evaluation plan for the LTU Online initiative; and
9. Establish our course development schedule and associated budget for the 2007-2008 academic year.

We are on track to accomplish all of these major milestones. We have developed policies and procedures and have established a comprehensive public web site and Blackboard™ course shells and organizations. We have deployed all 11 online courses for fall 2006 and have registered 121 students for these courses as of August 23, 2006. We have scheduled faculty developers for our spring 2007 courses and are in the process of scheduling faculty for summer 2007 development. We have implemented our assessment and program evaluation plan in collaboration with our office of institutional research. We are collaborating with academic units to finalize our course development plans for the 2007-2008 academic year.

Initial Course Development and Delivery

The LTU Online initiative is funded to develop and deploy at least 36 fully online asynchronous courses during Fiscal Year 2006-2007. The current semester development schedule is shown in Figure 7. For planning purposes, we estimate that it takes approximately 200 person-hours of effort to complete each course and prepare the course for its first offering, with this time split between faculty subject matter experts, instructional developers, teaching faculty, and support staff. Courses are first offered in the semester following development.

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	Other Programs Supported By This Course	Producer	SME	Summer 06	Fall 06	Spring 07
MBA			Kouskoulas			
MGT6153	MEM	Kakish	Cairns	Development		
MIS6013	MEM	Cairns	McCord	Development		
MGT6053		Kakish	Greenwood	Development		
MKT6013	MEM	McCord	Pogue	Development		
MGT6013		Cairns	Castelli		Development	
ACC6013		Drummond	Merritt		Development	
HRM6023	Arch	McCord	Cusmano		Development	
HRM6033	Nonprofit	Drummond	Stavros			Development
FIN6013		TBD	TBD			Development
MGT7123	Arch	McCord	Borchers	Development		
MEM			Al-Werfalli			
EME6403		Cairns	Murdoch		Development	
EME6723		Drummond	TBD		Development	
EME6583		Drummond	TBD			Development
EME7613		TBD	TBD			Development
Project Management Certificate			Cairns			
MGT6223	MEM	Cairns	Kakish	Development		
HRM6133		Cairns	Ward	Development		
MIS6253		Cairns	Kern		Development	
MGT7123		Kakish	Cairns		Development	
Nonprofit Management Certificate			Lindman			
MGT6073		Kakish	Lindman		Development	
MGT6083		Kakish	Lindman			Development
BSIT Completion			Bush			
INT3023		Drummond	Bush/Ellison	Development		
INT3103		Drummond	Renick	Development		
INT4203		Drummond	Renick	Development		
INT3503		McCord	Ellison		Development	
INT3603		Drummond	Montgomery		Development	
INT4013		Cairns	Bingham		Development	
ACC2013		Kakish	Hayden		Development	
INT3803			Lechkun			Development
INT4023			Clark			Development
INT3203			Renick			Development
INT4303			Montgomery			Development
Arch Mgt Certificate			North			
ARC5952		Drummond	Veryser	Development		
ARC6912		Cairns	LeRoy		Development	
ARC5962		TBD	Butter			Development
IT Security Certificate			Bush-Bindschadler			
MIS7233		TBD	Kakish		Development	
MIS7223		TBD	Chasse			Development

Figure 7 - LTU Online Course Development Schedule

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The 11 courses scheduled for delivery in Fall 2006 are available to Lawrence Tech students for registration using Lawrence Tech's Banner™ registration system. To date over 120 students have registered for LTU Online courses. Our major efforts from now until August 2006 are to prepare and deploy courses, train faculty members, and conduct our early marketing and recruitment campaigns. All LTU Online courses for Fall 2006 were deployed to Lawrence Tech's Blackboard™ environment on August 1.

A faculty orientation session took place on August 9. Topics addressed at this session included an overview of the common Blackboard™ course template, instructor expectations, the LTU Online evaluation and assessment program, and procedures for technical support. Copies of the presentations are available on demand in the Blackboard™ instructor organization.

Student Recruitment

If approval is granted by the Commission to offer fully online degree programs, we will initiate the marketing efforts described earlier in this chapter to recruit new students into these fully online degree programs, develop and deploy the OLL5000 online orientation course, negotiate articulation agreements with community colleges in support of the BSIT program, and other necessary tasks. We have already begun our marketing efforts for online certificate students in architectural management, project management, and nonprofit management and will continue those efforts in upcoming semesters.

Lawrence Tech will aggressively recruit new students to our online degree programs for the next semester following receipt of Commission approval. Lawrence Tech will evaluate the mix of new and existing students in its online classes to determine the overall impact of LTU Online on Lawrence Tech enrollment.