

# The Regis University Blended Learning Project

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# Sloan Localness Initiative

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Blended Learning can be seen as the means to achieving a greater Sense of “localness” on the part of colleges and universities.

It is defined as a combination of face to face and online learning.

An initiative to support academic programs designed to strengthen a College or university connection to its core constituencies.

# The Regis University Blended Solution

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- Pilot: two graduate degree programs
- MBA & M.Ed. Principal Licensure
- Courses offered in 8 week accelerated formats
- Minimum face to face time of 12 clock hours
- New markets in local regional areas

# Regis' History of Accelerated Classroom-based Programs

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- Started in 1979 as an outreach to the military in Colorado Springs
- Undergraduate degree completion on evenings and weekends
- Graduate degrees on evenings and weekends
- Undergraduate 5 week accelerated formats
- Graduate 8 week accelerated formats
- Multiple extensions sites in Colorado, Wyoming and Nevada
- Extensive use of adjunct working professionals
- Sustained growth

# Regis' History in Online Distance Education

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- Started in 1992 as cable/video-based
- Undergraduate degree completion
- Complete graduate degrees
- No physical presence required
- Asynchronous model
- 8 week accelerated courses
- National and international outreach
- Now 50% of all University programs

# Why blended and why now?

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- New markets and old markets
- On-site opportunities
- Remote and rural applications
- Space utilization potential
- Local brand awareness

# Pilot Programs

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- Master of Business Administration
  - 36 semester hours
  - Colorado Springs and Fort Collins
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- Master of Education: Specialization in Principal Licensure
  - 36 semester hours
  - Offered in local school districts & Tech Center campus

# The Basics

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- More than 50% must be online
- Not more than 12 hours in the classroom (F2F)
- Two degree programs:
  - Principal Licensure
  - General MBA
- Sloan C logo and Regis logo

# Two Project Leaders

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- Academics
  - Teaching strategies in new learning environments
  - Course development
  - Faculty development and support
  - Report writing
  - Results analysis
- Logistics
  - Student services
  - Marketing
  - Registration
  - Student orientation and support
  - Space planning
  - Technology planning

# Organization

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## Alpha Team –

- Leads for degree programs
- Representatives of the other schools

## Management Group

- \* Deans and other stakeholders

## Information Group

- \* Making sure all who want to be are informed

# Process

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## Teams

- Each Program has a Lead who convenes faculty to work on course development
- An Instructional Designer is also assigned to the team

## At work:



# The Dilemma

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- What is best learned in a face to face setting? (more likely to “blurt” in discussions, easier to set up and manage group work, nonverbal communication, social aspects easier, etc.)
- and what is best learned online?  
(time to reflect and compose, independent activity like research,

# Best Practices

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- Use online elements to prepare for F2F sessions in which what was learned is then applied to solve problems in the content
- Smooth integration of the two essential
- Prompt feedback essential
- Question of meeting F2F first or online first?
  - Benefits and drawbacks
- Necessary to design specifically to each delivery format

# Logistics

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## **Student Services**

- Tech support
- Its Week Three, Where am I supposed to be
- Can't get into my online place

## **Logistics**

- How are blended courses differentiated in the registration process?
- How will space planning get the classrooms figured out

# The Plan

# The Sloan C Consortium

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