



CourseShare Evaluation Report

Fall 2015

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Brief History of CourseShare

In December 2005, the CIC Deans of Liberal Arts & Sciences launched an effort to establish a voluntary, systematic method of sharing courses across the curriculum to enhance access to specialized graduate and low enrollment offerings for all participating CIC universities and their students. The CourseShare initiative has focused primarily on offerings that can be “technology facilitated” to eliminate barriers of time and distance.

In 2009, CourseShare was rededicated as a Less Commonly Taught Language (LCTL) and area studies course sharing program. To date, nearly 250 LCTL courses have been shared, including African, Asian, Latin American, and European languages as well as Korean and Islamic Studies courses.

In 2012, the University of Michigan’s Nam Center for Korean Studies leveraged the CourseShare infrastructure to secure generous funding from the Korea Foundation in support of a CIC-wide initiative to share Korean Studies courses. In 2013, a similar initiative in Islamic Studies emerged, also housed at the University of Michigan and supported by Mellon funding. Coined the “cluster model” of course sharing due to several courses clustering around a theme, these two externally funded CourseShare initiatives have proved to be impressively successful in terms of course offerings and student enrollments.

CourseShare has succeeded because CIC institutions have invested in the project; faculty and departments have embraced the opportunity for collaboration across institutions; and supportive processes have been carefully developed. The number of shared LCTL and areas studies courses and their enrollments continues to grow with each successive year. Deans, faculty, registrars, technology staff, and many others involved with CourseShare at the CIC campuses have been working together successfully for 10 years and, with the support of the CIC, have developed and improved processes to streamline course sharing logistics.

The future of CourseShare is promising. The following evaluation presents a decade of CourseShare course and enrollment data, trends in course sharing models and technology, and recommendations for the continued success of CourseShare, a program that offers increased access for CIC students to language and area studies courses.

LAS Deans’ Guiding Principles for Sharing Courses

At CourseShare’s inception, the Liberal Arts and Sciences Deans agreed on a set of principles underlying the program. These are:

COURSE APPROVAL PROCESS

- PRINCIPLE 1: Courses that have passed academic review and/or received provisional approval at the host/teaching university do not need further academic scrutiny at other universities.
- PRINCIPLE 2: Faculty/instructors who carry faculty or instructor status at their home institutions do not need to provide further documentation to other institutions.

COURSE DEVELOPMENT PROCESS

- PRINCIPLE 3: The host/teaching university's policies and practices will be followed regarding course development, course assessment, course revision, intellectual property, etc.
- PRINCIPLE 4: The host/teaching university determines the technology to be used to deliver the course and is responsible for all course-related student services (e.g., CMS help desk, remote library resources, etc.) related to the distance delivery of the course, unless otherwise mutually agreed.
- PRINCIPLE 5: If more than one school agrees to co-develop or co-teach a shared course, those participating schools will come to separate agreement regarding which will serve as the "host" institution as well as any sharing of development costs and intellectual property rights or other such issues.

COURSE DELIVERY PROCESS

- PRINCIPLE 6: The host/teaching university establishes the parameters by which the course will be taught (time/day(s), max/min students, grading policies, tutors/teaching assistants, etc.) unless otherwise negotiated between the participating schools.
- PRINCIPLE 7: To help insure a shared course's ongoing availability to participating universities, the host/teaching university agrees to teach the course to an agreed upon minimum enrollments for an agreed upon duration. If for some reason during that cycle, the host university does not have faculty available to teach the course, other schools will be recruited to serve as the host school for that term.

STUDENT ENROLLMENT IN COURSES

- PRINCIPLE 8: Students admitted as degree seeking students at a participating CIC university and who have completed required prerequisite courses or are otherwise at an appropriate level to participate in the class will be accepted by the host/teaching university.
- PRINCIPLE 9: Each student participating in a shared course will follow his/her own university's deadlines, procedures, and policies used for its other degree seeking students related to enrollment, adding, dropping, withdrawing, and other enrollment-related functions.

COST-SHARING

- Up to now, there has been no cost sharing for participation in CIC CourseShare. Specifically, tuition remains at the students' home campuses and the host/teaching campus will be responsible for any costs related to teaching the course. The Deans reviewed a fee system, albeit based on a rather low estimate of tuition, and found the money exchange was negligible. Participating students do not pay any additional fees or tuition. The CIC office tracks student participation in shared courses by campus and report regularly to the Deans.

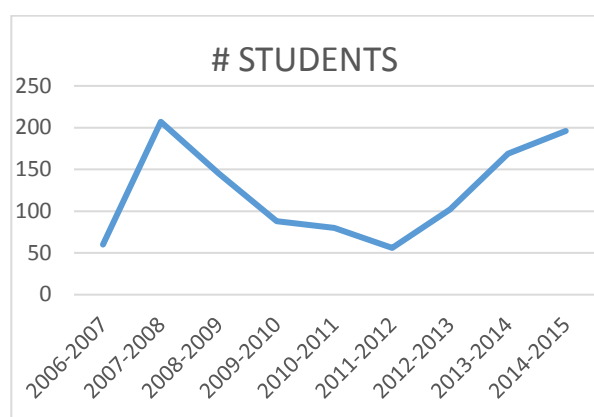
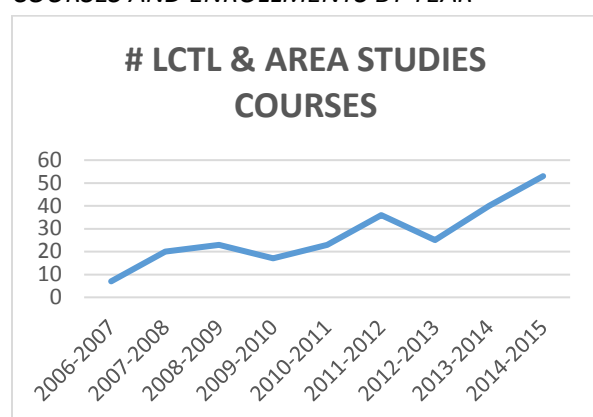
Quantitative Data on Enrollments & Courses since 2006

The table below shows the number of CourseShare courses and their enrollments by year from 2006 to 2015. In 2009-10, CourseShare was rededicated as a LCTL/Area Studies course sharing program. Courses with large enrollments in history and nursing were discontinued which explains the seeming drop in enrollments for that year. In 2012, the first of two emergent cluster models, the Korean Studies eSchool, was launched and enrollment jumped. The number of courses and their enrollments from 2012 onward continues to grow and, in 2015 – 16, CourseShare courses are expected to reach at least 70 with projected enrollments exceeding 250 students, indicating remarkable growth in student engagement with CourseShare.

COURSESHARE ENROLLMENT GROWTH

Year	# LCTL & AREA STUDIES COURSES	# STUDENTS
2006-2007	7	60
2007-2008	20	207
2008-2009	23	145
2009-2010	17	88
2010-2011	23	80
2011-2012	36	56
2012-2013	25	102
2013-2014	40	169
2014-2015	53	196
2015-2016	80 +/-	Currently 122 for Fall / Spring TBD

COURSES AND ENROLLMENTS BY YEAR



The Emergence of the “Cluster” model

Overview:

CIC Korean Studies eSchool Initiative

- In 2012, the Korea Foundation awarded \$1.5 million to the Nam Center for Korean Studies at the University of Michigan to launch the CIC Korean Studies eSchool. CourseShare was leveraged in proposal.
- In 2014, Korean Studies courses represented 20% of courses (i.e. 8 out of 39) and 48% of enrollments (i.e. 95 of the 196 students)
- In 2015-16, 10 courses will be offered.

Digital Islamic Studies Curriculum (DISC)

- In 2013, Michigan is awarded a \$3 million Mellon grant to develop the Digital Islamic Studies Curriculum (DISC). CourseShare was leveraged in proposal.
- Fall 2015: DISC piloting the course Islam in Africa, hosted by Michigan and shared with Minnesota and Iowa, with 7 students receiving.
- Spring 2016: 4 DISC courses plan to be offered: The Crusades, Christ in Islamic Thought, and Mystics and Saints in Islam (Sufism), and a Rumi Seminar.

The “cluster” models are curriculum-based, thematic course sharing initiatives. In contrast to many LCTL course arrangements that are typically reactively driven by one or two CIC graduate students seeking higher level language instruction from another CIC institution, “cluster” initiatives are proactive. Courses are taught multiple years and are thus predictable for students’ course planning. These initiatives, as the above bullets highlight, attract higher enrollments.

These initiatives are successful for a number of reasons:

- The administrative structure is key – a full time coordinator manages the day-to-day coordination duties and works with a group of faculty liaisons comprised of one faculty from each CIC institution. The liaisons learn from and report to the initiative and liaise with the departments on their home campuses to determine which courses their institution will host and what courses they will receive.
- These initiatives are not student driven like many of the LCTL CourseShare courses. There are typically lower numbers of students interested in high level language courses, making them more student-, rather than faculty-, driven. When students drive the CourseShare planning process, there is greater risk of cancelled courses and wasted administrative efforts as the one student driving the process may drop. It is important the CourseShare be adaptive and responsive to the student demands for LCTL courses on an ad hoc basis. Yet, the “cluster” initiatives benefit from being faculty-driven: faculty know which courses will be popular, create the courses outside of the interests of one or two students, and thus offer a more sustainable, pro-active model for CourseShare.
- Importantly, the robust network of CourseShare Coordinators, Registrars, and Technology contacts that pre-existed these cluster initiatives facilitated the external Korea Foundation and Mellon funding awards as well as their smooth operation. As reported by the respective initiative coordinators, these initiatives would not have been possible without the infrastructure and experiences of CourseShare’s first 7 years.

For specific history, summaries, and updates of these two initiatives, please refer to Appendix A.

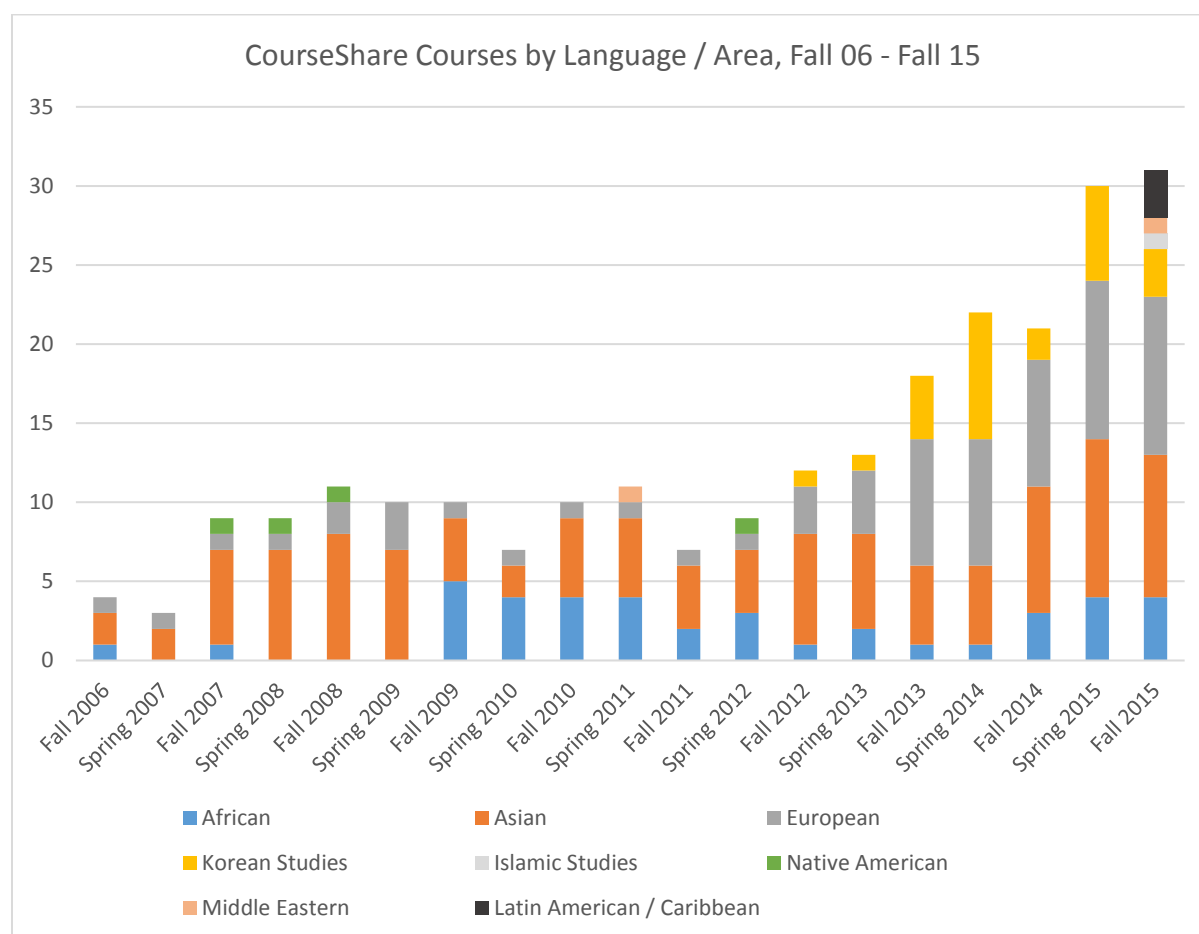
LCTL/Area Studies Clusters and New Areas for Collaboration

Given the benefits that CourseShare affords to initiatives leveraging its infrastructure to garner external funding, new thematic areas of discipline-based CourseShare collaboration could be explored. In the below graph, CourseShare courses and enrollments are shown grouped by course discipline.

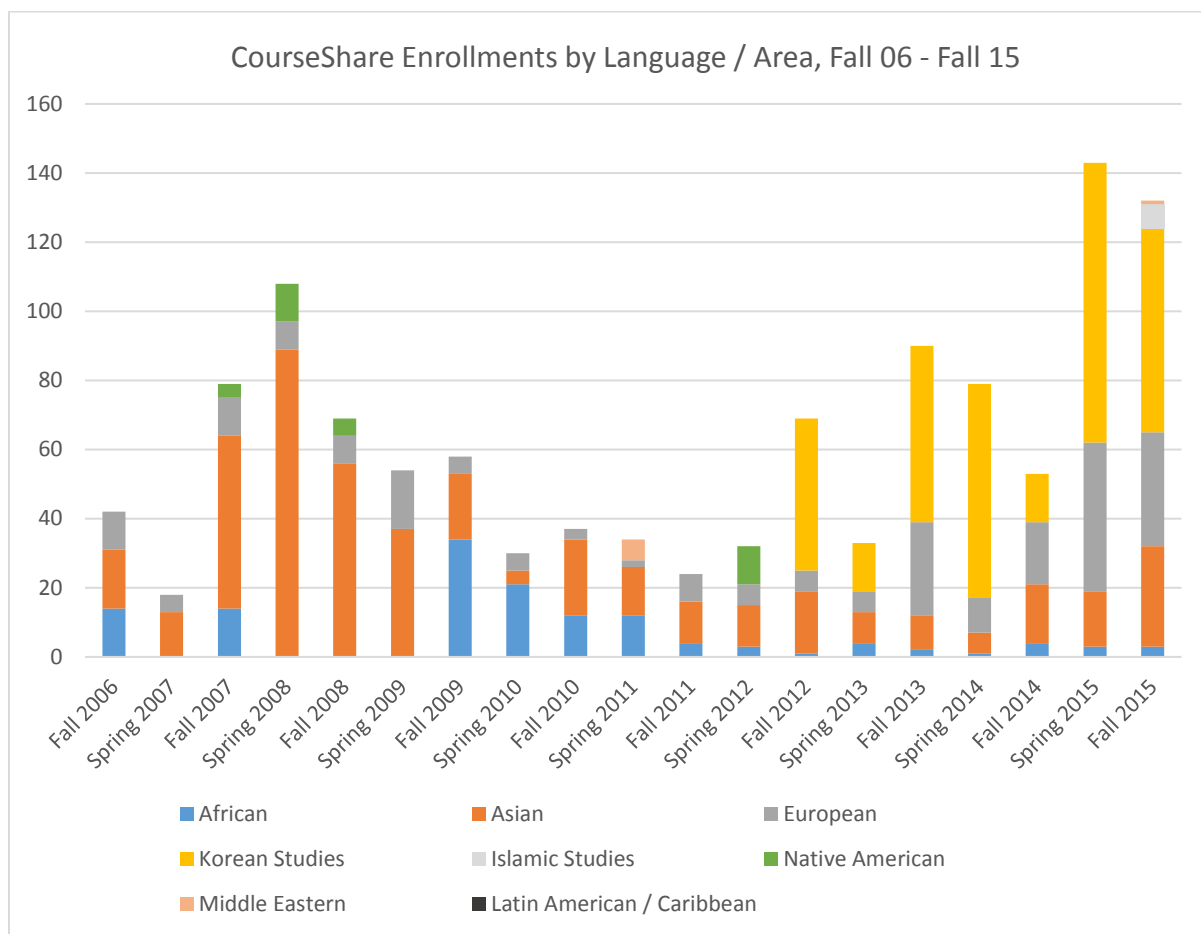
Of particular interest in these two charts:

- African and Asian language courses show the most promising area of future collaboration. A meeting of CIC Language Coordinators would help elucidate which institutions could take the lead on a grant proposal seeking funding to support a new “cluster” initiative.
- Korean Studies courses represent a large portion of both number of courses and student enrollments. In the coming years, the Digital Islamic Studies Curriculum will see a growth in courses and enrollments. “Cluster” initiatives are boosting enrollments as sustainable models of course sharing.

Low-enrollment specialized graduate-level LCTL courses comprise the majority of CourseShare courses and offer enhanced course access to CIC students and clear benefits for courses that might otherwise be cancelled without supplemental enrollments from other CIC institutions. The “cluster” initiatives offer a new, complimentary model for CourseShare that, together with low enrollment language courses, offer a comprehensive, adaptable, and sustainable course sharing program and increase access to courses for all of CIC’s students.



Note: Colors in bar correspond to alphabetic order of course discipline in key.



Note: Colors in bar correspond to alphabetic order of course discipline in key.

The Move to Online Courses

From 2006 to 2013, CourseShare courses were strictly “live”, synchronous courses utilizing video-conferencing technology. The benefits of live instruction, especially for language courses, are numerous –real-time interaction with instructions where feedback is immediate; maintaining a traditional class room experience; higher participation expectations. Yet, videoconferencing relies on students participating synchronously, often from different time zones. Live courses also require limited technological resources, room reservations, and technology staff to set up and trouble shoot the videoconferencing technology for the duration of the semester.

In Spring Semester of 2014, the first online CourseShare course was shared (Introductory Thai hosted by Michigan State University) with one receiving student. In 2015, 6 courses will be shared – Fall enrollments are already at 23. Time will tell if this trend continues, but based on conversations with CourseShare Coordinators, online courses will most likely be increasing in the years to come.

Online courses typically allow students to participate in the course at the time of their choosing and from their own computers (asynchronous) which does not require technology-enabled rooms or university computers and also simplifies scheduling conflicts. Online courses will not

replace live video-conferencing courses; they could, however, be encouraged as competition for technology-enabled rooms grows.

It will be important for the LAS Deans to consider any barriers to utilizing online courses vis-à-vis CourseShare. One recently reported issue to consider is the online course development cost-recovery seen on many of the CIC campuses where local students are assessed an extra fee for enrolling in online courses. A hallmark of CourseShare and a contributing factor to its success is the underlying concept that students are not assessed extra fees to participate in CourseShare courses – they pay their local tuition as usual and enjoy access to the CIC’s wealth of LCTL and area studies courses. Perhaps these fees could be waived for CourseShare students which will require direct communication from the Deans with the online course units on local campuses explaining the nature of the CourseShare.

TRANSITION TO ONLINE COURSES

YEAR	# ONLINE LCTL COURSES OFFERED	# STUDENTS
2005-2006	0	0
2014-2015	1	1
2015-2016	6	Fall: 23 / Spring: TBD

Technology Updates

- **Updated Enrollment Mechanism.** One of the most common challenges for course sharing in higher education is managing cross-institutional enrollments, registrations, and grade reporting. Since 2006, a secure web portal housed enrollment spreadsheets for each course - student names were entered at the home institution and read at the host institution where students were registered in the CourseShare course. Grades are reported back to the home institution in reverse order. This mechanism was intentionally basic to accommodate varied systems across CIC’s campuses. At the Registrar’s meeting in November, 2014, Joseph Miller received feedback on CourseShare’s enrollment mechanism. Registrars noted the process as cumbersome and onerous. This feedback galvanized restructuring of the enrollment process through utilization of an online form rather than spreadsheets. The feedback on this change has been overwhelmingly positive.
- **Video-conferencing technology.** The technologies employed to deliver and receive video-conferenced courses are varied across CIC’s campuses. Room-to-room systems (i.e. technology enabled rooms with microphones, video equipment, screen) are the most common form of CourseShare technology but have limitations: reservations require advanced notice and rooms are often not available in the short time frame for LCTL course planning; require technology personnel to set up and trouble shoot technology; do not accommodate after hours course receiving if in later time zones.

CourseShare technology contacts recommend a new form of video-conferencing where students can receive the course on their own personal laptops utilizing software like Zoom or BlueJeans. It is possible to also host the course using these technologies. These software could be explored at the campus level as future tools to alleviate the space and personnel limitations with room-to-room systems.

Cost Sharing Revisited

In 2010 per the request of the LAS Deans, a cost sharing analysis was conducted on CourseShare to determine if there was a large enough imbalance in the number of courses and participants any particular institution was hosting versus receiving to justify sharing funds. The results were that the amount of money to change hands would be so insignificant as to not warrant the administrative effort to coordinate cost sharing.

Revisiting the cost sharing analysis for CourseShare from 2012 to 2015, there appears to be an imbalance in hosting versus receiving for some institutions. A hypothetical amount of \$200 per course per student was used to calculate the net amount an institution would have received or paid if cost sharing had been in place (below chart).

The dollar amount that would have changed hands is negligible however there may be a need for a more accurate amount of dollar figure per student per course. The CIC welcomes feedback from the Deans on this point.

Note that the average off-campus enrollment in each course is four students. Thus, this is not likely to be a money maker for most offering departments.

	Iowa	IU	MSU	NU	OSU	PSU	PU	UIUC	Umich	UMN	UW-Mad	UC	UMD	RU	UNL	CS students (not counting local)
2012-2013																
hosted students	4	21	5	0	0	0	0	3	34	0	5	-	0	0	0	72
home students	0	0	23	2	5	0	0	30	9	0	3	-	0	0	0	72
net (hosted more than sent)	4	21	-18	-2	-5	0	0	-27	25	0	2	-	0	0	0	
2013-2014																
hosted students	0	64	4	0	16	9	0	0	34	15	27	-	0	0	0	169
home students	0	4	36	0	36	14	2	20	31	12	14	-	0	0	0	169
net (hosted more than sent)	0	60	-32	0	-20	-5	-2	-20	3	3	13	-	0	0	0	
2014-2015																
hosted students	0	38	18	0	10	18	0	1	11	34	51	6	9	0	0	196
home students	5	16	25	0	24	12	7	6	6	51	24	0	20	0	0	196
net (hosted more than sent)	-5	22	-7	0	-14	6	-7	-5	5	-17	27	6	-11	0	0	
TOTAL HOSTED 2012 - 2015	4	123	27	0	26	27	0	4	79	49	83	6	9	0	0	
TOTAL HOME 2012 - 2015	5	20	84	2	65	26	9	56	46	63	41	0	20	0	0	
NET (HOST-HOME)																
At \$200 per student, how much would they be able to collect from other schools?	\$800.00	\$24,600.00	\$5,400.00	\$0.00	\$5,200.00	\$5,400.00	\$0.00	\$800.00	\$15,800.00	\$9,800.00	\$16,600.00	\$1,200.00	\$1,800.00	\$0.00	\$0.00	
If charged \$200 per student, how much would they owe to other schools?	\$1,000.00	\$4,000.00	\$16,800.00	\$400.00	\$13,000.00	\$5,200.00	\$1,800.00	\$11,200.00	\$9,200.00	\$12,600.00	\$8,200.00	\$0.00	\$4,000.00	\$0.00	\$0.00	
NET PROFIT or DEBT (if money exchanged)	(\$200.00)	\$20,600.00	(\$11,400.00)	(\$400.00)	(\$7,800.00)	\$200.00	(\$1,800.00)	(\$10,400.00)	\$6,600.00	(\$2,800.00)	\$8,400.00	\$1,200.00	(\$2,200.00)	\$0.00	\$0.00	
Note:																
The number of hosted students indicates how many students each campus taught from other CIC schools																
The number of home students indicates how many students from each campus received a course hosted by another CIC school																

For Deans' Meeting, October 12, 2012

Topics of discussion identified:

- Online courses
- Cost Sharing

Discussion Questions:

- Should CourseShare be expanded beyond support of LCTL and Area Studies courses to include more disciplines?
- Should cost sharing be explored?
- Given CourseShare's original goal of sharing low-enrollment graduate courses, what is the proper metric for CourseShare's success: enrollments or number of courses share?
- Would the Deans support a Language Coordinator conference, hosted by the CIC, to flesh out trends and opportunities for CourseShare, including identifying the next "cluster" collaboration?
- Are the original guiding principles still adequate as a resource for departments and coordinators, registrars, and technology contacts?
- On average, a quarter of confirmed CourseShare courses each term are cancelled due to no enrollments due to a planning process driven by one student. Should student-driven courses be discouraged, or are cancelled courses a necessary evil for low-enrollment language-based course sharing programs?
- Some institutions charge students extra fees to take an online course which may contradict the founding principle that students pay no extra fees to take a CourseShare course. Are these fees appropriate and if not, what can formally be done to communicate that online CourseShare courses are exempt from such fees?

Deans' Meeting Discussion, October 12, 2015

The CIC Deans of Arts and Sciences reviewed the draft version of this report and considered the topics and questions presented above. Additionally, CIC Executive Director Barbara Allen reported that a recent meeting with representatives from the Andrew W. Mellon Foundation resulted in an opportunity to put forward a proposal for Mellon support for an expansion of the CIC language sharing initiatives. After discussion, the following actions were recommended by the group, for follow-up by CIC staff and the evaluation committee members (Manderscheid, Welch, Singell):

1. Confer with the evaluation committee members to brainstorm options for a pitch to the Mellon Foundation.
2. Liaise with faculty at the University of Chicago, who may also be anticipating a Mellon proposal; identify opportunities for synergy.
3. Consult further with the evaluation committee members to plan a Language Sharing conference for 2016, including development of the Mellon Foundation proposal, supporting additional online language course partnerships, and discerning opportunities for additional cluster model language courses.
4. Apprise Deans of discussion progress in the Winter and prior to the May, 2016, meeting.

Appendix A: Summaries and Updates from “Cluster” Initiatives



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September 17, 2015

CIC Korean Studies e-School Consortium
Prepared for the 2015 CIC Liberal Arts and Sciences (LAS) Deans Meeting

Nam Center for Korean Studies
University of Michigan

Background

In 2012, the Nam Center for Korean Studies at the University of Michigan (U-M) secured a gift from the Korea Foundation to launch the CIC Korean Studies e-School project for an initial three years, beginning AY2012-13. In 2015, the Korea Foundation gifted an additional two years of funding to continue the project through AY2016-17. This e-School, part of the Korea Foundation's larger e-School initiative, leverages the existing CIC course-share framework to provide a high-quality, balanced core curriculum for students at member universities. The Nam Center at U-M is the administrative home, leading the e-School and comprised of an e-School director (Nojin Kwak, who is also the Nam Center Director), and a staff coordinator. The U-M e-School administrative team works closely with the CIC Academic Programs Coordinator and faculty liaisons at each of the other 12 participating CIC member institutions.¹

Structure

The structure of the e-School remains the same as in previous years, with the framework that each course is taught as a cluster composed of at least two campuses: a host campus, where the course is being physically taught (and broadcast), and a home campus, where the classroom exists virtually (received via videoconferencing tools). Most of the course-shares cluster three campuses together: one host campus and two home campuses. The specific selection of available e-School courses is determined at the annual CIC e-School meeting, allowing the universities to select courses that best meet their curricular needs in a given year. One of the important components of the e-School is the cluster visit, at which teaching faculty members travel during the semester to meet with their students on home campuses. These cluster visits are expected to alleviate the disjunctive nature of distance learning. They also create opportunities for guest lectures at the home universities, which expand the reach of Korea-related lectures to the wider population.

New Components of the e-School in AY2015-16

The e-School will introduce two new offline components in AY2015-16: a Curriculum and Mentoring Workshop for Graduate Students and an Honors Luncheon. The Curriculum and

¹ University of Michigan, Michigan State University, University of Wisconsin, University of Minnesota, Purdue University, University of Illinois, Indiana University, Ohio State University, Pennsylvania State University, University Iowa, Rutgers University, and University of Maryland

Mentoring Workshop will invite doctoral students and faculty members in Korean Studies within the CIC network to exchange ideas on practical curricula and pedagogical issues in Korean studies. The Honors Luncheon will provide the opportunity for instructors to recognize undergraduate students at host campuses who have demonstrated academic excellence.

Budgetary Components

The CIC Korean Studies e-School does not provide funding for general programming, equipment, or facilities, relying on member institutions for such basic infrastructure. Instead, it features instructional assistance, administrative support, and supplementary funding through which existing faculty are incentivized to make Korean studies courses available outside of their respective campuses, enhance current courses, and develop new courses. Below is a list of budget items for instructional support and faculty stipends in the AY2015-16:

- Instructional stipends are \$8,000 for a two-campus cluster (one host campus and one home campus) and \$10,000 for a three-campus cluster (one host campus and two home campuses).
- Course instructors may request funds for a grader up to \$2,160 per course.
- If a home campus requires proctoring (for the class and/or for quizzes/exams), funds up to \$850 per course are available. It is expected that the home campus provides additional funds required for proctoring.
- A faculty liaison assumes the role as the focal point of contact at each participating CIC institution (\$1,000 per year compensation for each faculty liaison).
- Home campus coordination stipend (\$1,800 per course)
- Instructors can apply for a Curriculum Development Grant (\$2,000), which is awarded competitively to four courses per year.
- Honors Luncheon (\$300 per host campus)

Summer Study Abroad Scholarship

In AY2014-15, the Nam Center at U-M secured scholarship funds from the Korea Foundation for summer study abroad in Korea. A total of six competitive scholarships were awarded to eligible students from CIC schools (University of Minnesota, University of Maryland, Indiana University, and Ohio State University) to attend the Yonsei International Summer School (YISS) from June 25, 2015, to August 9, 2015. The scholarship offered, in full, tuition, dormitory charges, and application fees. Applications were open to undergraduate students who were enrolled in the CIC Korean Studies e-School courses in AY2014-15. Pending the Korea Foundation's approval, the e-School would accept scholarship applications from December 2015, to January 2016, for the summer 2016 study abroad at YISS. All students enrolled in AY15-16 Korean Studies e-School courses will be eligible to apply.

KF Agreement and Administrative Reporting

Per the gift agreement with the Korea Foundation, the faculty stipends do not replace a portion of the regular salary nor can be used to hire a lecturer. The stipends compensate faculty for the additional work incurred for the e-School project. CIC schools submit an invoice to the U-M,

as the administrative home, for the approved expenses and faculty stipends. The Nam Center also has reporting obligations to the Korea Foundation, to ensure that the e-School is administered within the terms of the gift agreement between the Korea Foundation and U-M.

Contribution of the Korean Studies e-School to CIC Course-Share Efforts

It is worth noting that the CIC and the e-School have developed a mutually beneficial relationship. For the e-School, the CIC infrastructure clears the way of logistical difficulties such as student registration, credit transfer, and tuition issues, making the course-sharing process possible on such a large scale. The CIC, in return, is able to expand its course-share program, which previously was limited to Less Commonly Taught Languages (LCTL). LCTLs tend to enroll only a small number of students. In AY2014-15, the Korean Studies e-School courses constituted 20.5% of all CIC course-share courses, and the enrollment at home campuses for e-School courses accounted for 49% of all CIC course-share home campus enrollment. The CIC e-School program has emerged as a model for expansion of the CIC course-share program.

Course Offering since Fall 2012

The CIC Korean Studies e-School offered two courses in AY2012-13, but its offering will reach 10 courses in AY2015-16, demonstrating a successful expansion of the program.

Academic Year	2012-13	2013-14	2014-15	2015-16
No. Courses Offered	2	8	8	10

Below is a list of the courses that have been offered in the e-School.

2012 Fall Semester

Course Title	Instructor, Host Campus	Home University
Introduction to Korean Civilization: The Pre-Modern Period	Juhn Ahn, University of Michigan	Michigan State University

2013 Spring Semester

Course Title	Instructor, Host Campus	Recipient University
Introduction to Korean Civilization: Modern Period	Youngju Ryu, University of Michigan	Michigan State University

2013 Fall Semester

Course Title	Instructor, Host Campus	Recipient University
Modern Korean Literature	Youngju Ryu, University of Michigan	Michigan State University

		Penn State University
History of Modern Korea	Michael Robinson, Indiana University	University of Michigan
		University of Minnesota
North Korea (DPRK): History, Literature, Film	Travis Workman, University of Minnesota	University of Michigan
		University of Illinois, UC

2014 Spring Semester

Course Title	Instructor, Host Campus	Recipient University
Controversies in Contemporary Korea	Juhn Ahn, University of Michigan	Michigan State University
		Ohio State University
North Korea beyond Images	Se-Mi Oh, University of Wisconsin	Ohio State University
		Indiana University
Two Koreas: Political and Economy or Regional Rivalry	Young-Bae Hwang, Ohio State University	Purdue University
		University of Wisconsin
Language and Culture in Everyday Life – Korean and Korean American	Susan Strauss, Penn State University	University of Michigan
		Rutgers University
Introduction to East Asian History – Korea	Charles Kim, University of Wisconsin	Penn State University
		University of Illinois, UC

2014 Fall Semester

Course Title	Instructor, Host Campus	Recipient University
History of Modern Korea	Michael Robinson, Indiana University	Michigan State University
Cold War Cultures in Korea	Travis Workman, University of Minnesota	Ohio State University
		Penn State University

2015 Spring Semester

Course Title	Instructor, Host Campus	Recipient University
Language and Society of Two Koreas	Hangtae Cho, University of Minnesota	University of Maryland
		University of Wisconsin
Korean History: 1945-Present	Charles Kim, University of Wisconsin	University of Minnesota
Language and Culture: Koreans and Korean Americans	Susan Strauss, Penn State University	Michigan State University
		University of Wisconsin
Controversies in Contemporary Korea	Juhn Ahn, University of Michigan	Purdue University
		Penn State University
Two Koreas: Political Economy and Regional Rivalry	Young-bae Hwang, Ohio State University	University of Iowa
		University of Michigan
Cinema and Society in Contemporary South Korea	John Finch, University of Maryland	Indiana University

2015 Fall Semester

Course Title	Instructor, Host Campus	Recipient University
Mediating the Koreas through Popular Culture: Music, Cinema, and Cyberspace	Pil Ho Kim, Ohio State University	University of Wisconsin
		Penn State University
Language and Society of the Two Koreas	Hangtae Cho, University of Minnesota	University of Michigan
		Michigan State University
Introduction to Korean History	Charles Kim	University of Minnesota
		Ohio State University

2016 Spring Semester

Course Title	Instructor, Host Campus	Recipient University
Two Koreas: Political Economy of Regional Rivalry	Youngbae Hwang, Ohio State University	University of Maryland
		Indiana University

Language and Culture in Everyday Life: Koreans and Korean Americans	Susan Strauss, Penn State University	University of Illinois, UC
		Rutgers University
Controversies in Contemporary Korea	Juhn Ahn, University of Michigan	University of Iowa
		University of Wisconsin
Cold War Cultures in Korea	Travis Workman, University of Minnesota	University of Iowa
		Purdue University
Korean History, 1945 to Present	Charles Kim, University of Wisconsin	Penn State University
		Ohio State University
Performance Traditions of Korea – P’ansori, Text, and Performance	Chan E. Park, Ohio State University	University of Michigan
		University of Wisconsin
Language and Society of the Two Koreas	Hangtae Cho, University of Minnesota	University of Wisconsin
		Michigan State University

Participating CIC schools and Faculty Liaisons

- Indiana University (*Seung-Kyung Kim, from January, 2016*)
- Michigan State University (*Catherine Ryu*)
- Ohio State University (*Mitch Lerner*)
- Pennsylvania State University (*Sorin Huh*)
- Purdue University (*Song I No*)
- Rutgers University (*Young-mee Cho*)
- University of Illinois, Urbana-Champaign (*Jeeyoung Ahn Ha*)
- University of Iowa (*Sang-Seok Yoon*)
- University of Maryland (*Seung-Kyung Kim, until December, 2015*)
- University of Michigan (*Nam Center for Korean Studies*)
- University of Minnesota (*Travis Workman, Hangtae Cho*)
- University of Wisconsin (*Charles Kim*)

Digital Islamic Studies Curriculum

The Digital Islamic Studies Curriculum (DISC) was originally conceived of and proposed in 2013 as the Islamic Studies Virtual Curriculum (ISVC) by University of Michigan Professor Pauline Jones Luong as a collaborative initiative between the University of Michigan (U-M) and fellow members of the Committee on Institutional Cooperation (CIC). Broadly speaking, the aims of the curriculum are to establish a virtual curriculum among the member universities of the CIC to develop and implement a collaborative program of high quality instruction in Global Islamic Studies. By utilizing CourseShare—the shared live-synchronous learning infrastructure of the CIC—and the longstanding religious and area studies capacities of the CIC, DISC aggregates courses and expertise currently scattered across the member universities, thereby making it possible to offer a broader Islamic Studies curriculum than any one campus can offer. Over the five-year period of this initiative, over a dozen undergraduate lecture courses and seminars will be developed and taught across multiple departments. DISC is made possible by \$3 million in support from the Andrew W. Mellon Foundation.

The first year of DISC (2014 – 2015) was a planning year during which faculty liaisons representing the thirteen CIC member universities participating in the initiative worked together to design the shared Islamic studies curriculum. The first planning meeting held in June of 2014 focused on three broad goals: (1) designing the curriculum by identifying key components of an ideal curriculum for an undergraduate minor in Islamic Studies; (2) comprising a list of the types of courses that constitute this curriculum – classes currently in existence or ones which need to be created; (3) anticipating logistical issues involved by raising questions, troubleshooting and building on existing expertise and lessons from CIC CourseShare.

In September of 2014, Bryon Maxey, a full-time administrator for DISC, was hired. Soon after, in November, the DISC administrator visited the annual meeting of the CIC Korean Studies e-School, an already existing virtual curriculum being run successfully for a third year. Significant information was gained from this meeting and future collaborative exchanges between programs are intended in order to foster an exchange of ideas between collaborative CIC initiatives. The remainder of this first planning year (2014-2015) encompassed the following: training for the DISC administrator; budget modifications and grant management; ongoing communications between faculty liaisons, the DISC administrator and CIC staff; frequent consultative meetings at U-M between the DISC administrator and instructional/technological support staff; and, lastly, select faculty were identified, nominated to teach a course and to undergo training to offer the first DISC courses.

A second DISC meeting was held in April of 2015 that followed up on broad themes introduced in the first meeting, while also addressing practical and administrative concerns. At this meeting, agreement was reached as to what courses would constitute the core of an Islamic Studies minor, while also tentatively laying out the first eight courses to be offered as a part of DISC. An outgrowth of this meeting leading into the summer of 2015, was the need to

adequately publicize and furnish an identity for the curriculum. That summer, a step in cultivating a distinct and noteworthy identity was the formal name change from the Islamic Studies Virtual Curriculum to the Digital Islamic Studies Curriculum, DISC, along with a developed publicity campaign.

DISC formally launched in Fall 2015 with the pilot course “Islam in Africa” taught by Rudolph (Butch) Ware of U-M and shared to the University of Minnesota and the University of Iowa. The launch was also marked by an “Inaugural DISC Distinguished Lecture” delivered by the eminent Islamic Studies scholar Seyyed Hossein Nasr of George Washington University. For the Spring of 2015 two DISC courses are confirmed for instruction: “Mystics and Saints in Islam” taught by Valerie Hoffman at the University of Illinois, shared with Michigan State University and “The Crusades” taught by Jonathan Brockopp at Penn State University, received by Michigan State University. Two other courses currently in the planning stages and tentatively to be offered in the Spring are “Christ in Islamic Thought” taught by Nabil Matar of the University of Minnesota and a “Rumi Seminar” taught by Jawid Mojaddedi of Rutgers University.

As DISC enters its first instructional year, critical pragmatic learnings have begun to emerge in the development process. Some key learnings in this process have been: (1) the challenges of coordinating courses amongst over a dozen universities and the corresponding need to fund dedicated faculty and administrative liaisons and (2) limitations in physical and human resources dedicated to facilitating CourseShare at all CIC member universities and the necessity for increased resources in both for projects like DISC and the Korean Studies e-School to succeed, thrive and multiply.

Appendix B: 2015 – 2016 CourseShare Courses

2015 - 2016 CourseShare Courses	Fall	Spring	Chicago	Illinois	Indiana	Iowa	Maryland	Michigan	Michigan State	Minnesota	Nebraska	Northwestern	Ohio State	Penn State	Purdue	Rutgers	Wisconsin
Arabic (Modern Standard), Advanced	1	1				H									R		
Bangla, Introductory	1	1	H														R
Basaa, Introductory	1	1								R							H
Catalan, Introductory	1	1	H					R									
Classical Japanese, Introductory	1	1		R					H								
Croatian, Introductory	1	1			H								R				
Czech, Elementary	1	1			H								R				
Czech, Intermediate	1	1			H								R				
DISC: Christ in Islamic Thought (receiving inst TBD)		1								H							
DISC: Rumi Seminar		1														H	
DISC: Crusades		1							R					H			
DISC: Islam in Africa (PILOT)	1					R		H		R							
DISC: Mystics and Saints in Islam		1		H					R								
Dutch, First Year (online)	1	1		R	H				R								
Dutch, Second Year (online)	1	1			H				R								
eSchool: Cold War Cultures in Korea		1						R		H					R		
eSchool: Controversies in Contemporary Korea		1				R		H									R
eSchool: Korean History, An Introduction to	1									R			R				H
eSchool: Korean History: 1945-Present		1											R	R			H
eSchool: Language and Culture in Everyday Life: Korean and Korean Americans		1		R										H		R	
eSchool: Language and Society of Two Koreas	1							R	R	H							R
eSchool: Language and Society of Two Koreas		1							R	H							
eSchool: Mediating the Koreas through Popular Culture: Music, Cinema, and Cyberspace	1												H	R			R
eSchool: Performance Traditions of Korea P'ansori, Text and Performance		1											H				R
eSchool: Two Koreas: Political Economy of Regional Rivalry		1			R		R						H				
Finnish, Intermediate		1			H												R
Finnish, Introductory		1			H								R				
Greek, Classical and Koine	1															H	
Greek, Introductory	1	1						H	R								
Haitian Creole, Intermediate		1			H								R				
Haitian Creole, Introductory	1	1			H								R				
Indonesian, Advanced		1								R							H
Indonesian, Intermediate	1	1											R				H
Kalevala and Finnish Folklore		1								R			R				H
Mongolian, Introductory	1	1	R		H												
Ojibwe, Introductory	1	1							R	H							
Persian, Intermediate		1								R							H
Persian, Introductory	1	1				R				R							H
Polish, 4th Year		1															
Polish, Advanced		1			H								R				
Polish, Advanced	1	1		R													H
Polish, Introductory		1							R				H				
Quechua, Intermediate		1			R								H				
Quechua, Introductory		1			R								H				
Romanian, Intermediate		1							R				H				
Romanian, Introductory (Intensive)	1								R				H				
Serbian, Advanced Intermediate	1	1			H								R				
Swahili, Advanced		1						R					H				
Swahili, Intermediate		1		H									R				
Tibetan, Modern, Introductory		1							R								H
Turkish, Advanced	1	1								R							H
Turkish, Introductory		1								R							H
Turkish, Introductory	1	1					R		H								
Uzbek, Intermediate	1	1						R					H				
Uzbek, Introductory	1	1						R					H				
Vietnamese, Introductory (online)	1	1					R		H	R							
Wolof, Intermediate		1		H									R				
Wolof, Introductory		1		H									R				
Yoruba, Intermediate		1						H		R							
Yoruba, Introductory	1	1						R	H								
Yoruba, Introductory	1	1								R							H
Zulu, Intermediate		1		H									R				
Zulu, Introductory	1	1	R	H													
	32	57															

DISC = Digital Islamic Studies Curriculum

H = Host Campus

R = Receiving Campus

= Cancelled for Fall - Spring pending

eSchool = CIC-Nam Center for Korean Studies eSchool

Appendix C: Note on Evaluation Process and List of Interviewees

This evaluation was prepared by Joseph Miller, CIC Visiting Academic Programs Coordinator, during the summer of 2015. Semi-structured interviews were conducted with a subset of CourseShare Coordinators, Registrars, and cluster initiative coordinators (see list below). Questions ranged from, “What is working well with CourseShare?” to asking for suggestions for improvements. Data was compiled on CourseShare courses since 2006 as well as participation numbers. The support and insight from the LAS Deans comprising the Reviewing Committee (see list below) is greatly appreciated; they offered guidance on the direction of the content of this CourseShare evaluation and provided feedback and revisions on early drafts.

- Reviewing Committee:
 - Larry Singell – Indiana University
 - Susan Welch – Pennsylvania State University
 - David Manderscheid – Ohio State University
- Solicited input from:
 - Greta Peterson – Registrar contact at University of Wisconsin-Madison
 - Beth Warner – Registrar contact at University of Wisconsin-Madison
 - Monika Dressler – CourseShare Coordinator at University of Michigan
 - Sara Neggers – CourseShare Coordinator at Indiana University
 - Danielle Steider – CourseShare Coordinator at Michigan State University
 - Sujana Manandhar – Technology Contact at Michigan State University
 - Jessy Choi – Program Coordinator, CIC Korean Studies eSchool, University of Michigan
 - Bryon Maxey – Program Coordinator, Digital Islamic Studies Curriculum, University of Michigan

Appendix D: CourseShare

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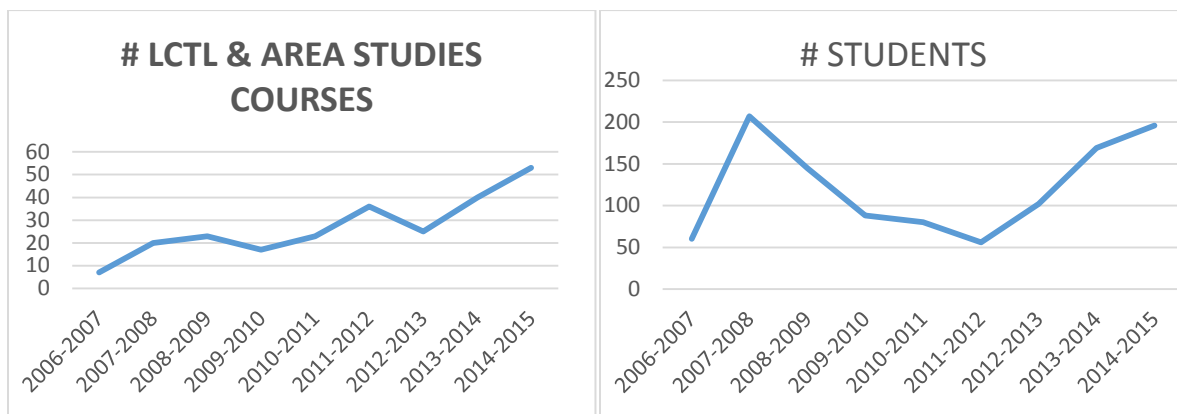
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Appendix E: CourseShare Info Sheet

COURSESHARE ENROLLMENT GROWTH

Year	# LCTL & AREA STUDIES COURSES	# STUDENTS
2006-2007	7	60
2007-2008	20	207
2008-2009	23	145
2009-2010	17	88
2010-2011	23	80
2011-2012	36	56
2012-2013	25	102
2013-2014	40	169
2014-2015	53	196
2015-2016	80 +/-	Currently 122 for Fall / Spring TBD

COURSES AND ENROLLMENTS BY YEAR



IMPACT 1: CLUSTER MODEL

CIC Korean Studies eSchool Initiative

- In 2012, the Korea Foundation awarded \$1.5 million to the Nam Center for Korean Studies at the University of Michigan to launch the CIC Korean Studies eSchool. CourseShare was leveraged in proposal.
- In 2014, Korean Studies courses represented 20% of courses (i.e. 8 out of 39) and 48% of enrollments (i.e. 95 of the 196 students)
- In 2015-16, 10 courses will be offered.

Digital Islamic Studies Curriculum (DISC)

- In 2013, Michigan is awarded a \$3 million Mellon grant to develop the Digital Islamic Studies Curriculum (DISC). CourseShare was leveraged in proposal.
- Fall 2015: DISC piloting the course Islam in Africa, hosted by Michigan and shared with Minnesota and Iowa, with 10 students receiving.
- Spring 2016: 4 DISC courses plan to be offered: The Crusades, Christ in Islamic Thought, and Mystics and Saints in Islam (Sufism), and a Rumi Seminar.

IMPACT 2: TRANSITION TO ONLINE COURSES

YEAR	# ONLINE LCTL COURSES OFFERED	# STUDENTS
2005-2006	0	0
2014-2015	1	1
2015-2016	6	Fall: 23 / Spring: TBD