



## Information Technology Systems

The University of North Carolina at Wilmington

# Design and Support of Faculty Mentored Online Course Development

*Four years of a self-sustaining model*

## UNC Cause Conference

## February 2002



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Dr. Robert E. Tyndall, VC, ITSD  
and Associate Provost  
Jeff Jolly, ITSD e-Learning System  
Administrator



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## *Part 1*

# **Establishing the Rational and Guiding Principles**



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## Goals and Organizing Principles of the Division of Information Technology Systems

- To develop and support student universal access and user capacity
- To provide for faculty universal access, support, and user capacity
- To ensure the sustainability of a quality information technology environment through:
  - life cycle funding plans
  - baseline standards for computers and classroom peripherals
  - an articulated software and network hardware management plan
  - dual reporting model
- To develop and support student universal access and user capacity
- To ensure programmatic integrity and coherence through safeguards embedded in structures and processes
- To identify incentives and sanctions intended to align, stimulate, and channel activities to be supported by institutional resources
- To address organizational and process concerns related to the development of quality models
- To design connected architectures that serve to stimulate and sustain necessary innovations, while remaining fluid, flexible, and responsive to opportunities



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Managing Change  
Necessary Change  
in UNCW's  
Knowledge Ecology

Committee

Report from the Chancellor's  
Committee on Information  
Technology



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## **Chancellor James Leutze announces “Technology Standards of Expectation”**

- **Provide Essential Skill Acquisition by Graduation**
- **Ensure Universal Access for All Students, Faculty and Staff**
- **Create and Sustain a Supportive Student, Staff and Faculty Centered Environment**
- **Establish a baseline standard for PC replacement, Network Infrastructure and Classroom Technologies and Personnel Integration**
- **Ensure Current Generation of Central Network System with User-Centric Scalable Applications and Support**



**Managing Change  
Necessary  
in UNCW's  
Knowledge Ecology**

*Report from the Chancellor's Steering Committee  
on Information Technologies*



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## **A True Partnership Blending Academic Affairs and the Information Technology Systems Division**



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## Chancellor's Steering Committee on Information Technologies (CSIT) Report – October 1998

### Recommendation 7.1

**Develop distance  
programs to be  
delivered entirely online.**





## Essential Requirements of the AA – ITSD Partnership

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1. Commit to enduring principles that exceed the often ego driven relationships.
2. Model the behaviors that they extol.
3. Ensure legitimate institutional memory.

*“It is possible to reinvent the past at such a rate that soon you are reinventing the future.”*

4. Develop a model that is coherent and sustainable.

5. Focus on Programs not courses

6. Define clear business as well as educational goals



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# *UNCW Web Course Development*

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## *Model*

*Definition: A fully online course allows the student to meet all course requirements online and is integrated with full administrative support.*

### I - Administrative Requirements

- Must be admitted to UNCW, optionally via online process
- Enroll online
- Pay online
- Must respond to any student fees assessed by vendor, if appropriate.
- Must register course with ITSD fully online course inventory administrator
- Must address UNCW identity requirements

### II - Pedagogical Expectations

- Access class related resources online
- Access library resources online
- Is interactive, allowing for direct exchange between students and with the instructor of record
- All student assessment requirements, course materials, and activities be online
- Instructor (SPOT) Evaluation can be completed online
- Must use WebCT Course Management Tool
- Must be approved by appropriate academic unit

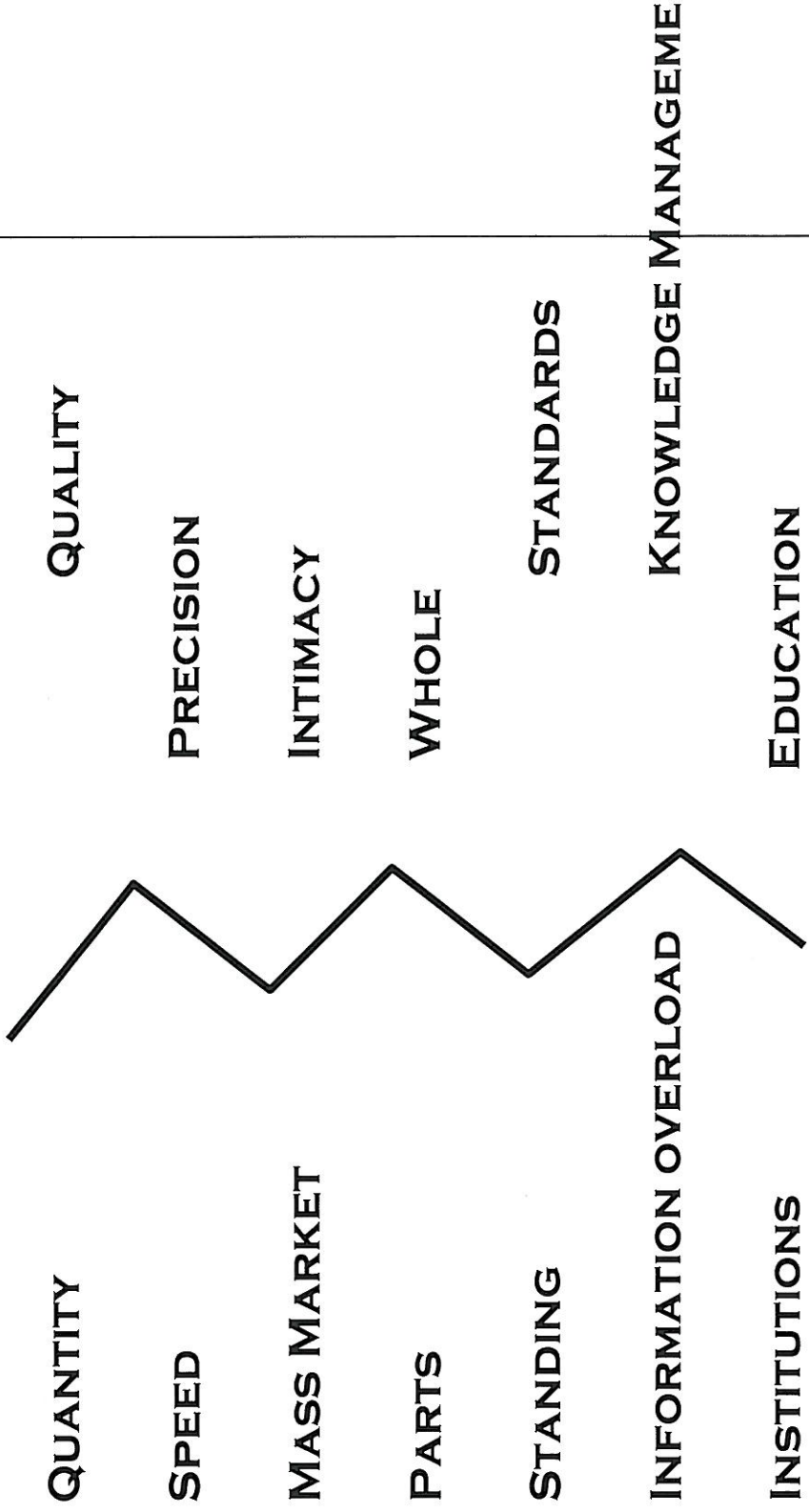




**“Living Within a Culture of Continuous Transition”**

## **The Context**

### Cross-Cutting Issues at the Core of Conversion:





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**“Living Within a Culture of Continuous Transition”**

## **The Context**

### Functions Brought Together Phase I-II

- **Function Alignment**
- **Position Alignment**
- **Budget Alignment**
- **New Protocols**
- **New Processes**
- **New Structure**

*“Overlaying  
technology on faulty  
systems is pointless.”*

### Unique UNCW Approach

- **ITSD Must Facilitate and Connect**
- **ITSD Must Avoid Creating New Rigidity and Bureaucracy**



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**“Living Within a Culture of Continuous Transition”  
UNCW Commits to Systemic Change**

### UNCW’s Unique Approach to Information Technology

*Through a unique approach of functional alignments, position alignments and budgetary alignments, Academic Affairs and ITSD are creating joint innovations, structures and protocols.*

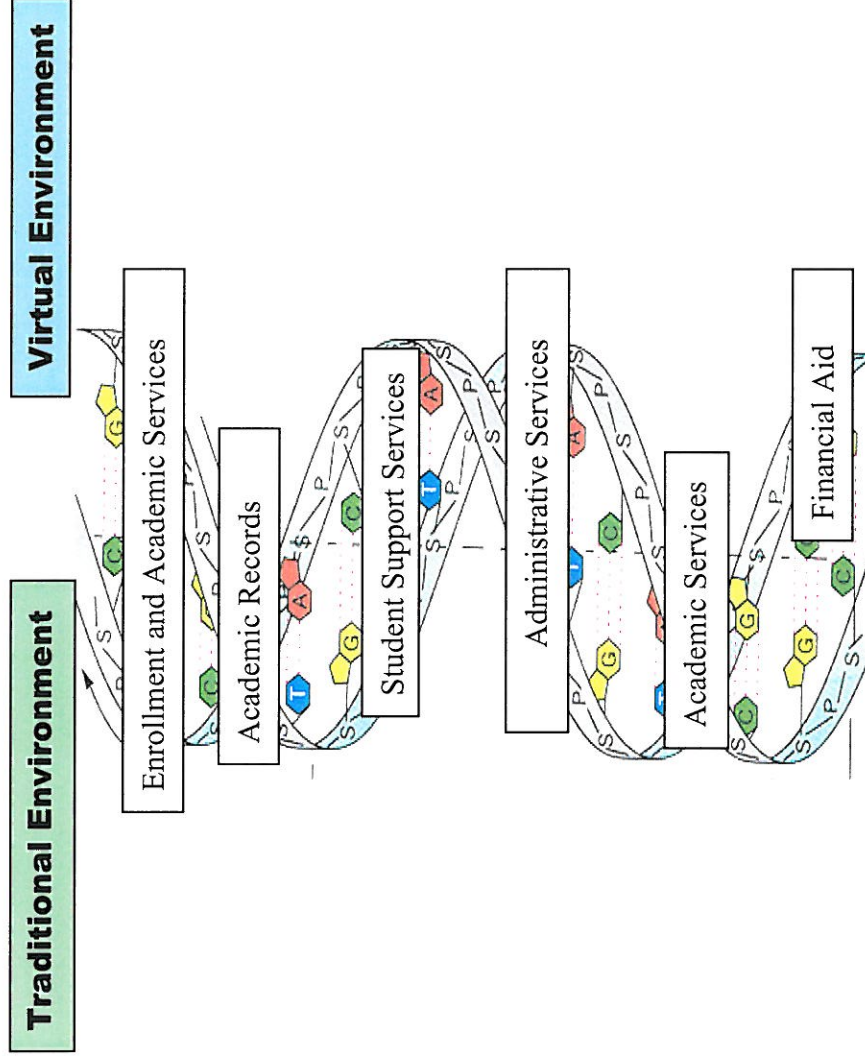


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## “Double-Helix Concept”





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**“Living Within a Culture of Continuous Transition”  
UNCW Commits to Systemic Change**

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## Web Course Development

### Instruction Considerations

➤ **Instruction is complex and varied and will resist standardization**

The more complex the process the less standardized the process can become.

➤ **3 critical functions of teaching / learning**

- 1) Prioritize, organize and update information
- 2) Create an environment of engagement
- 3) Conduct an assessment of learning

We believe that these 3 functions occur in an environment of interplay and adjustment not as discreet systems or events.

UNCW/RET 2001



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## **Strategic Framework Distance and Distributive Education**

- ❖ To provide increased educational flexibility and accessibility to traditional and non-traditional students through technologically enhanced and “fully online” courses.
- ❖ To guide departments and schools in the development of distance and distributive education plans including the assessment of course sequences, program goals, target audiences and projected costs.
- ❖ To design online courses which reflect sound pedagogical design principles that employ dynamic, robust technologies.
- ❖ To manage the course enhancement and “fully online” course development process consistent with the programmatic goals of academic units to ensure coherence and continuity while utilizing a faculty driven development process.



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## **Strategic Framework Distance and Distributive Education**

- ❖ To provide students and faculty with the essential technical, administrative and service support necessary to admit, track and guide student progress.
- ❖ To create an online learning environment which is engaging, interactive and rich in resource linkages.
- ❖ To foster a performance-centered approach which assesses course quality against student mastery of valid instructional objectives.
- ❖ To establish an annual review process to determine the effectiveness of utilizing online technologies to reach new audiences, meet program goals and control costs.



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## **Online Course Development in a Community of Practice Model**

- ❖ These concepts are rooted in research focusing on professional communities and the attitudes, values, practices, language and reward structures which characterize and foster them.  
[Etzioni, Seiler, Lortie, Hammond, Tyndall]
- ❖ Communities of practices can be powerful in shaping attitudes, values and practice.  
[Liberwan, Renyi]
- ❖ This is not a training or workshop activity, but a work culture re-invention which is long overdue in higher education independent of the impact of technology.





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## *Part 2*

# **The Growth of Online Programs in a Deliberate Manner**



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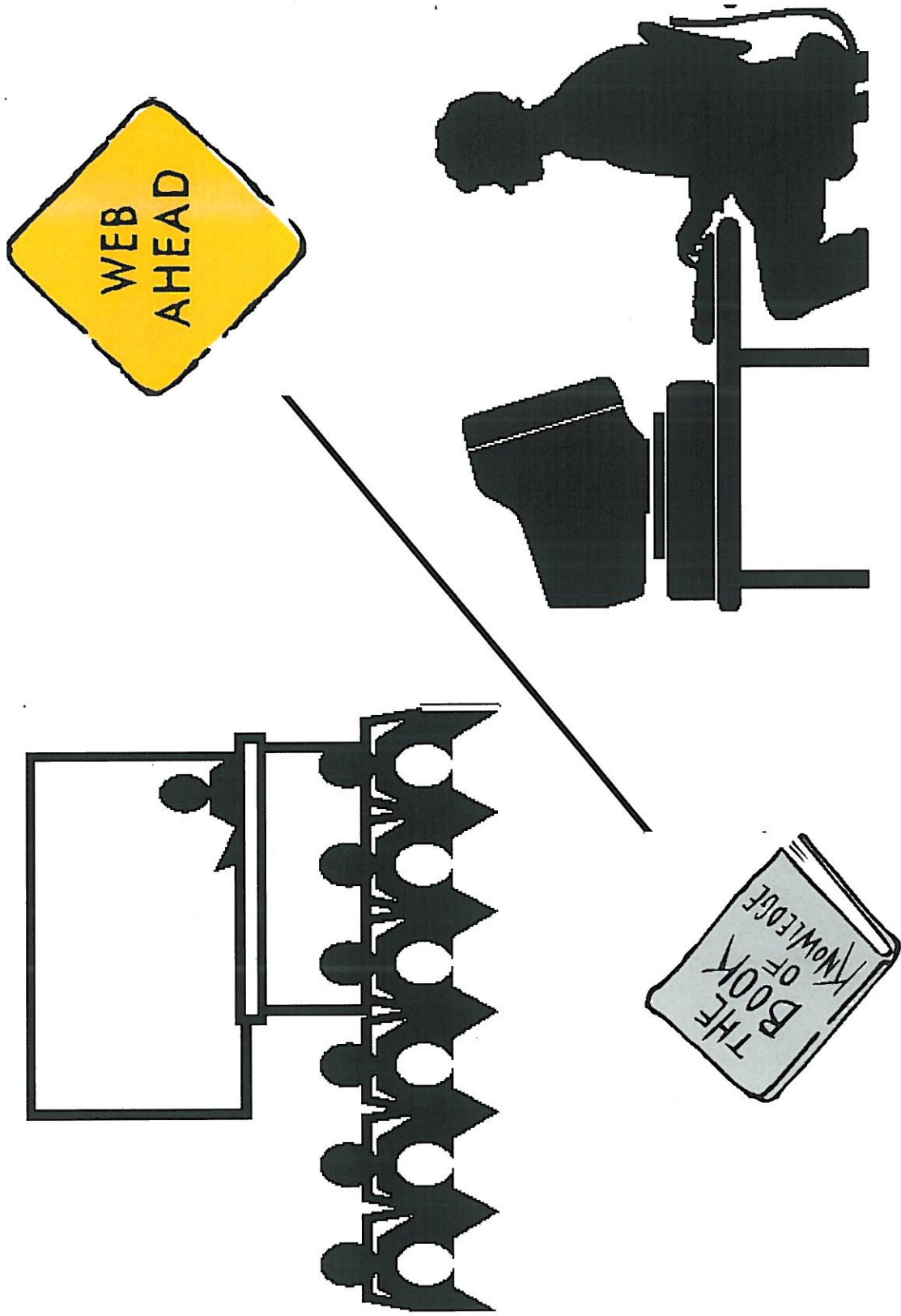
### **The GOAL**

To Reach the Chancellor's Steering Committee's Recommendation 7.1  
by developing a programmatic method to produce and deliver the Highest Quality Online Education possible.



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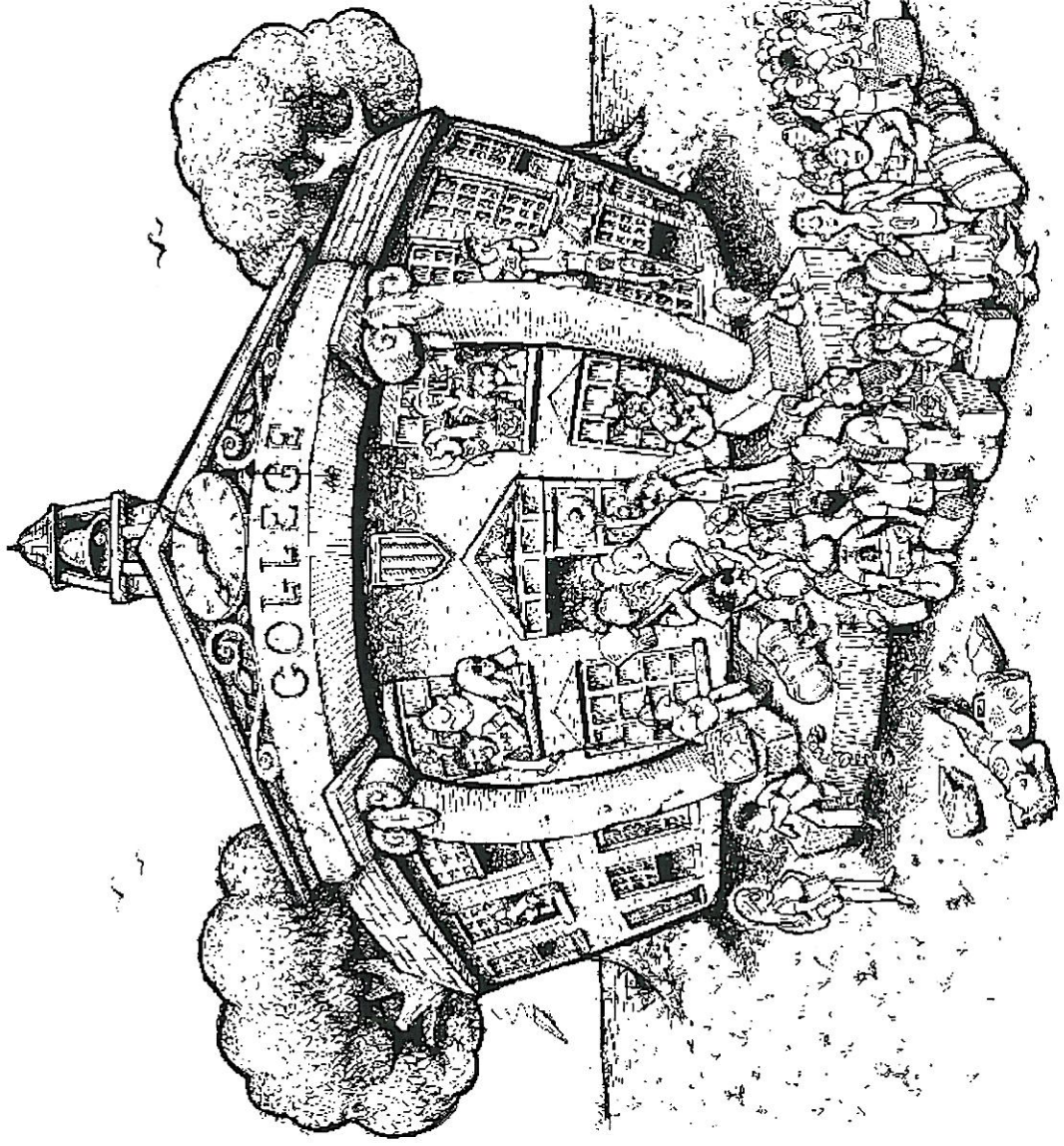
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## **The Method**

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Create a Web Course Development Team made up of the *early adopters* of emerging Web Based teaching methods and tools.

Use this Team to gain, build and pass on the knowledge required to develop Fully Online Web Delivered Courses.

Phase I:

Develop a RFP process in conjunction with Academic Affairs to identify a constellation of courses to be developed.

*and programs*

Phase II:

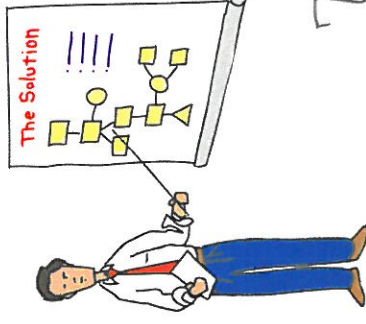
Link courses under target programs and grow capacity in departments.



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## **The Team**



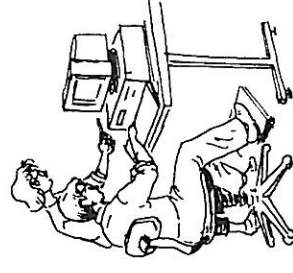
*The ITSD WCDT Leader*

*Two ITSD WCDT Faculty Associates*

*ITSD e-Learning System Administrator*

*ITSD Client Services Staff*

*Center for Teaching Excellence Staff*





## **The Training**

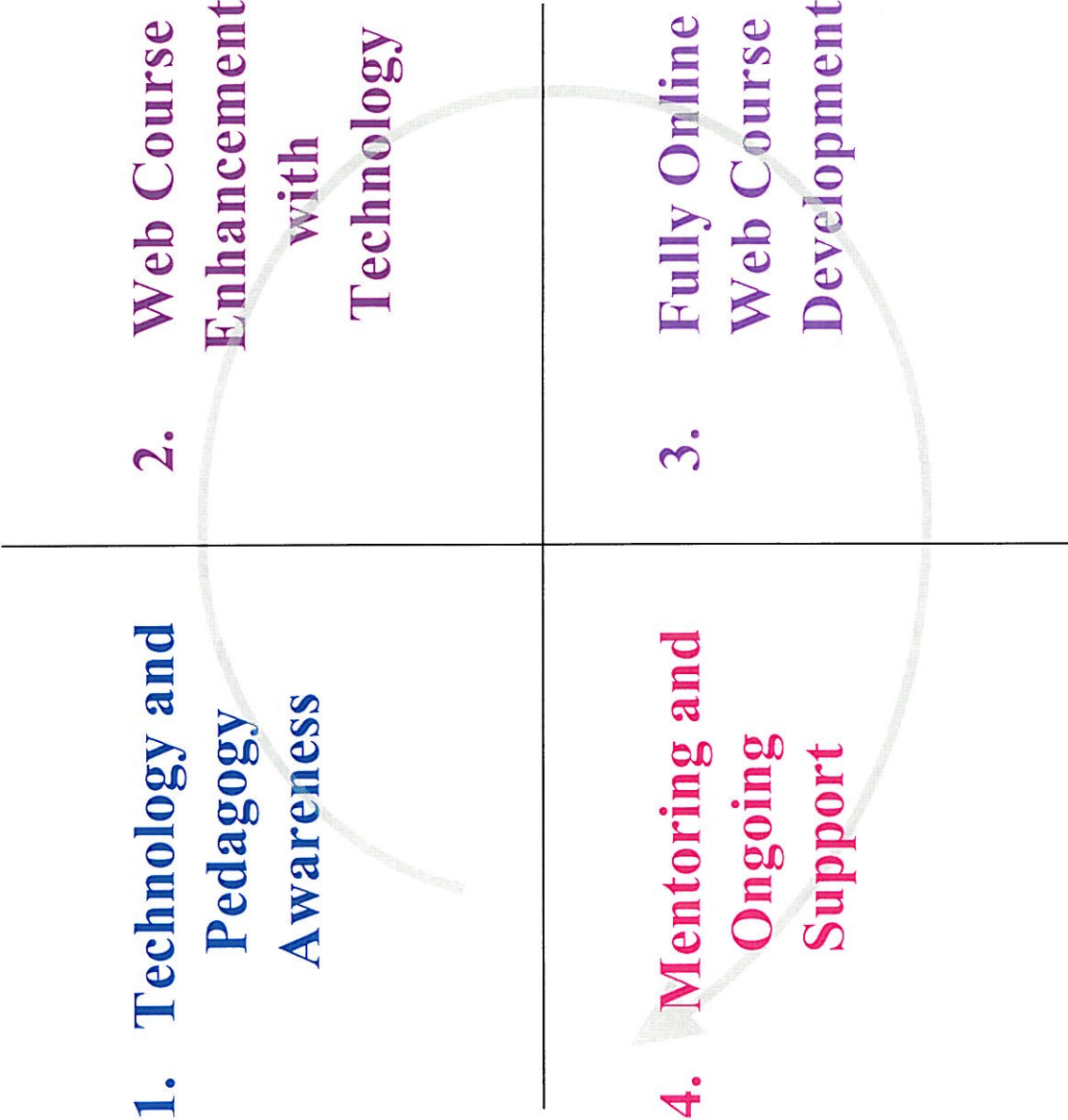
### ***Weekly Training Sessions***

- ***On consecutive days last month of term***
- ***Once a week through end of June***
- ***Final session where everyone shows work***

***Subgroups formed bringing WCDDT Leaders, experienced faculty and support staff together***

***Has been used with RCDDDS and WebCT***

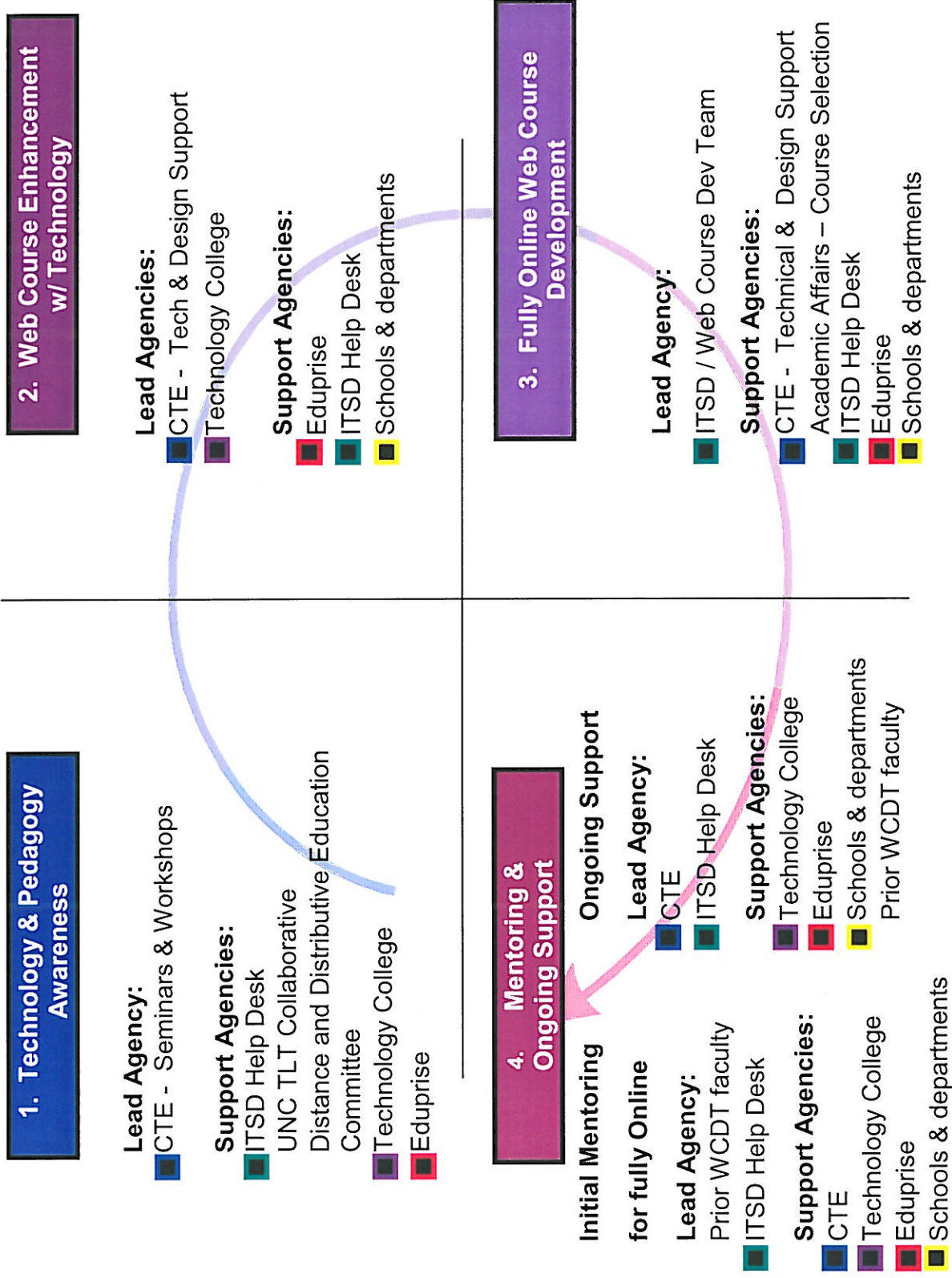
# Web Course Development Continuous Support Model:





# Web Course Development Continuous Support Model:

## Agency Roles





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### The Results

- Now entering the fifth year of operation
- The ITSD Web Course Development Team has developed a synergy that has successfully bridged the gap between *early adopters* and other members of the UNCW Faculty.
- As of Fall 2002, there will an inventory of 111 Fully Online Web delivered courses.
- After five WCDDT cycles led by ITSD, Academic Affairs will now take the lead.



**HISTORY OF WEB COURSE  
DEVELOPMENT AT UNCW**

Summer 1998 – First WCDDT

Fall 1998 – First Online Web

Courses Offered

Summer 1999 – Second WCDDT

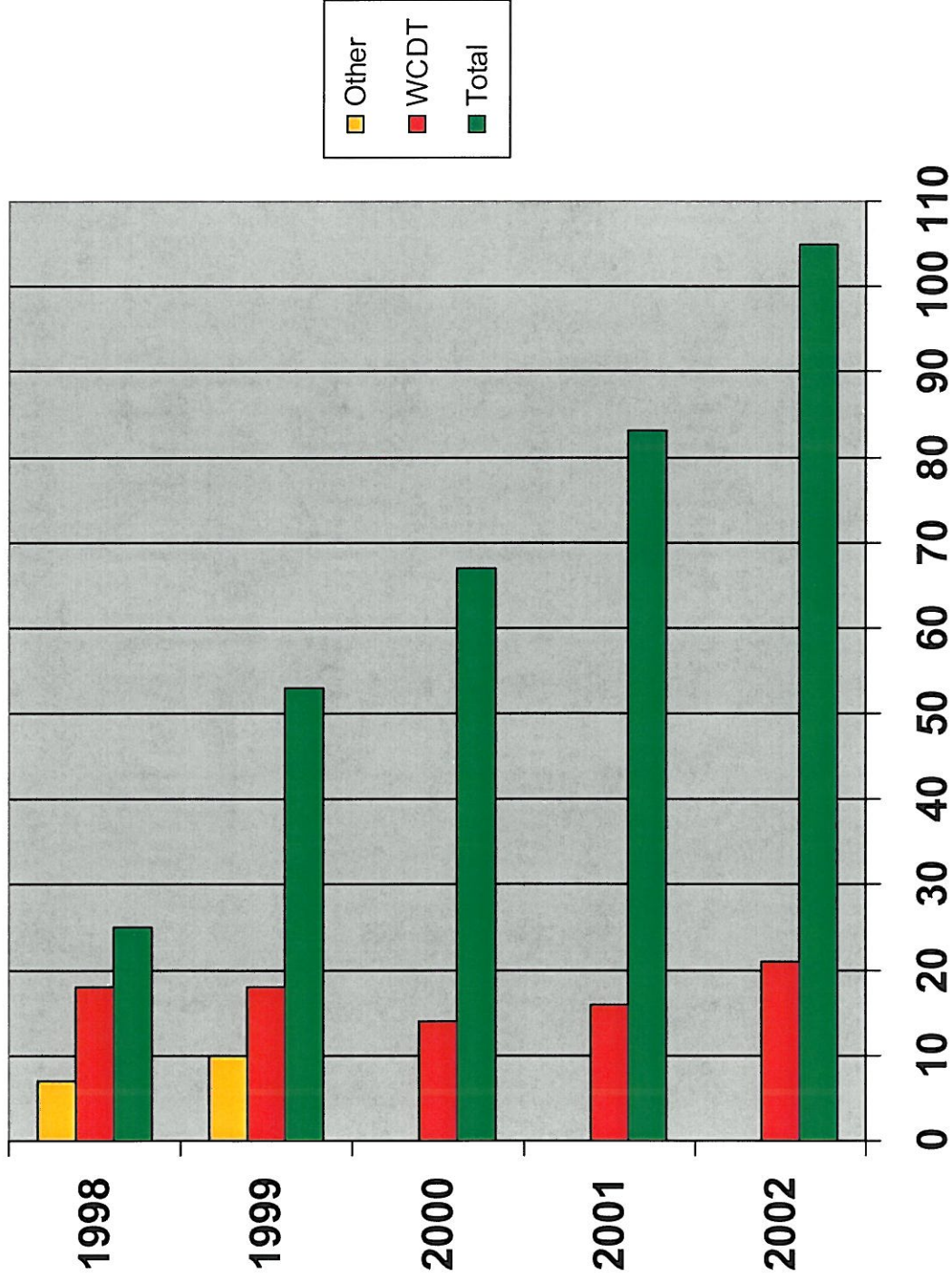
Summer 2000 – Third WCDDT

Summer 2001 – Fourth WCDDT

**Summer 2002 – Fifth WCDDT**



## Web Course Development





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## ~ 111 Fully Online Courses at UNCW ~

### *Undergraduate - 91*

College of Arts and Sciences - 55

Watson School of Education - 19

School of Nursing - 12

Cameron School of Business - 5

### *Graduate - 20*

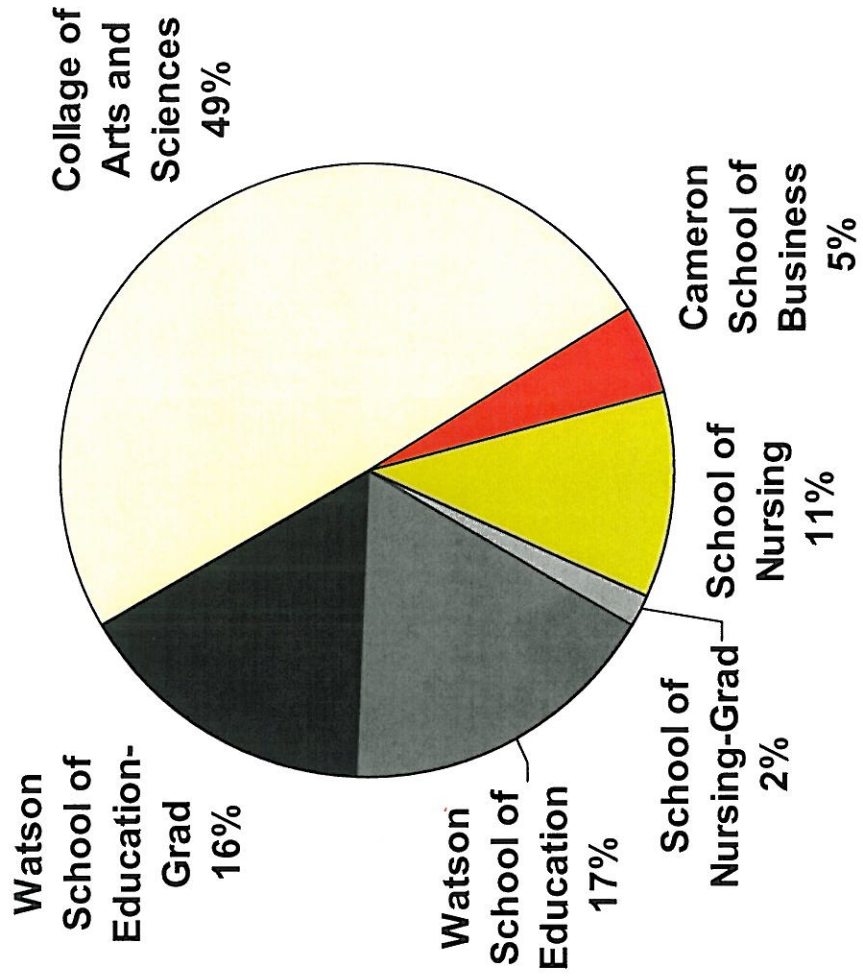
Watson School of Education - 18

School of Nursing - 2

Will be updated Fall 2002



## Web Course Development





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## Online Course Enrollment - June 2000 through January 2002

Year	Term	Number of Courses	Enrollment
<del>2000</del>	Summer I	1	29
	Summer II	3	82
	Fall	26	411
2001	Spring	27	554
	Summer I	5	119 = $\frac{1166}{10}$
	Summer II	2	4161
	Fall	30	691
2002	Spring	28	614
	Summer I	51	$\frac{1417}{10}$



**Best Practices  
For  
Electronically Offered Degree and Certificate Programs**

**Introduction**

These *Best Practices* have been developed by the eight regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education.





- 1. Institutional Context and Commitment**
- 2. Curriculum and Instruction**
- 3. Faculty Support**
- 4. Student Support**
- 5. Evaluation and Assessment.**