



*University of
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at Wilmington*

UNCW Web Course Development Model

A Plan to Transition Web Enhanced Courses to Fully Online Status Independent of the current RFP Process

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Date: October 18, 2001



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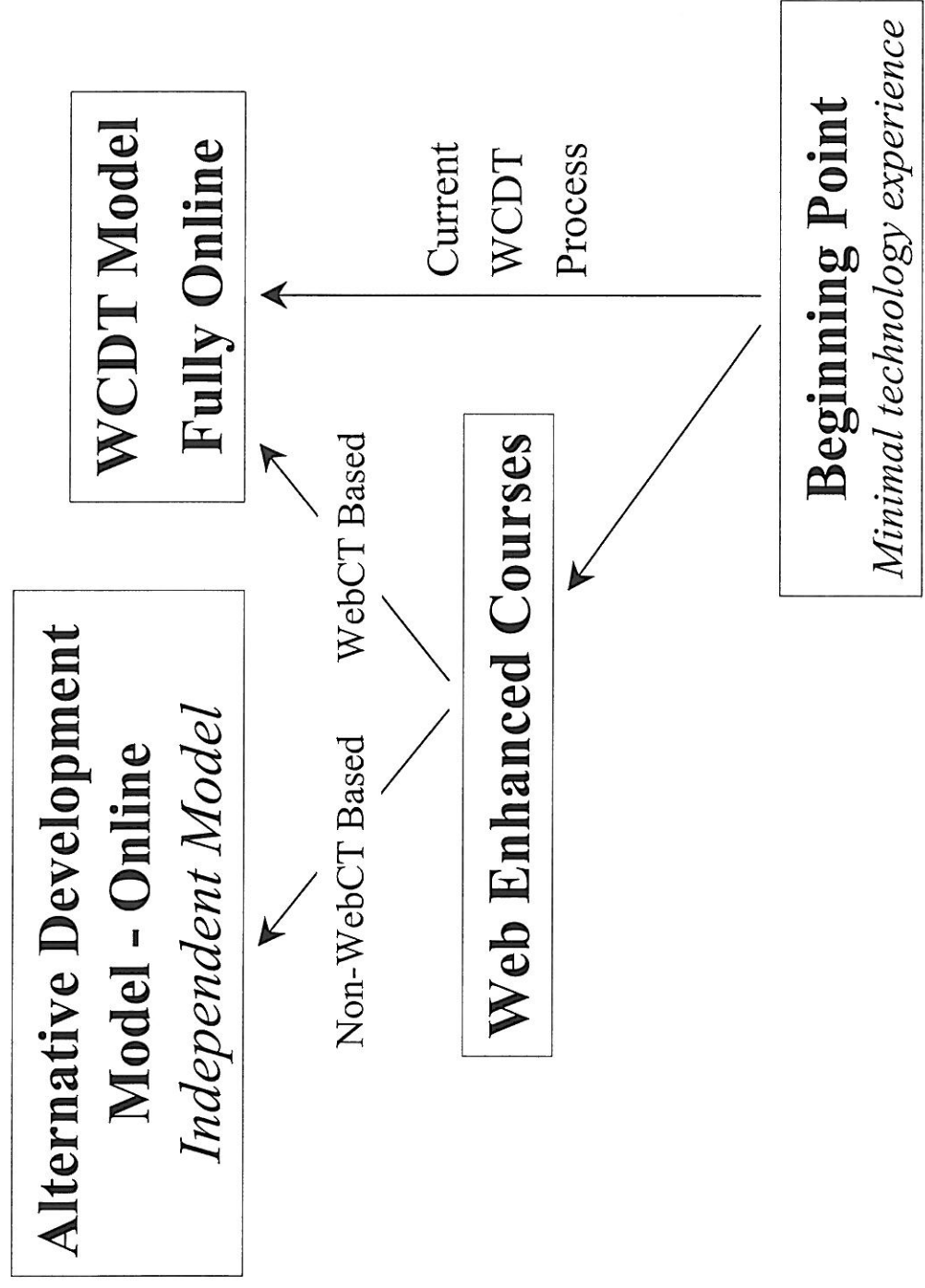
Pilot Steps - *How do we get from here to there.*

- 1- Submit administrative criteria to Distance and Distributive Education Committee, to Cabinet through VC ITSD.
- 2- 2001 Fall Pilot & Refine the Transition Criteria, CSB.
- 3- Expand Option to Campus Community in Spring of 2002.



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Track 1 -> 2

- Respond to programmatic RFP
- Participate in Training / Orientation
- Develop WebCT competencies / features
- Submit to pedagogy course reviews
- Adhere to common format / look and feel
- Utilize course admin standards
- All aspects / requirements online
- Sign off by WCDT leader to verify course requirements are met
- Sign off for offering course by Department Chair

**WCDT Model
Fully Online [2]**

Current
WCDT
Process

Beginning Point [1]

Minimal technology experience

Limited experience utilizing
web supported instruction



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Web Enhanced Courses [3]

Beginning Point [1]

Minimal technology experience

Track 1 -> 3

- Enriched course content on web
- Create technology intense use by students
- Adhere to standard admission criteria
- Submit to Department Chair for Review as appropriate
- Submit to Technology College Director if seeking inclusion in inventory



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Track 3 -> 2

- Respond to programmatic Review Process
- Participate in Training / Orientation
- Develop WebCT competencies / features
- Submit to pedagogy course reviews
- Adhere to common format / look and feel
- Utilize course admin standards
- All aspects / requirements online
- Sign off by designee of VC AA
- Register with ITSD Course Administrator

**WCDT Model
Fully Online [2]**

WebCT Based

Web Enhanced Courses [3]



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**Alternative Development
Model - Online [4]
*Independent Model***

Without UNCW
Online Course
Administrative
Support

Non-WebCT Based

Web Enhanced Courses [3]

Track 3 -> 4

- Participate in course management training as appropriate
- Ensure all course requirements can be met online
- Meet UNCW identity requirements
- Sign off by Dean / designee of VC AA



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Note: When other Course Management Tools are used in the independent model, enrollment support and administration liaison services will not be provided. This would have to be coordinated with Enrollment Affairs and hand processed. ITSD can only support back office integration for one course management tool due to logistics and costs. The Institution will not provide support for alternative Course Management Systems.



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General Information

- ITSD can authorize faculty accounts for those who wish to use WebCT Tools in an enhanced environment even if he or she is not developing a fully online course.
- When the faculty member and chair are ready to enroll students in such a course, then each course will be required to have a department account number to cover per student enrollment costs effective July 1, 2001.
- Course enrollment will be based on reports generated by the ITSD WC Administrative Liaison. From this figure the administrative /vendor fee will be assessed.



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ITSD recommends that CTE continue to provide faculty training for Tenure Track faculty to become proficient in WebCT and to address the unique pedagogy considerations inherent in internet delivery. [Track 3 -> 4] ITSD will also enhance it's Training Support in the fall of 2001.



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ITSD proposes the elimination of stipends over a three-year period as follows:

2001	5,000	<i>current cycle</i>
2002	3,000	
2003	2,000	
2004	-----	

Note: As stipend support decreases ITSD funding will shift to support departmentally based instructor trainers / designers to increase course options and support course development.



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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.



Online Courses at UNCW

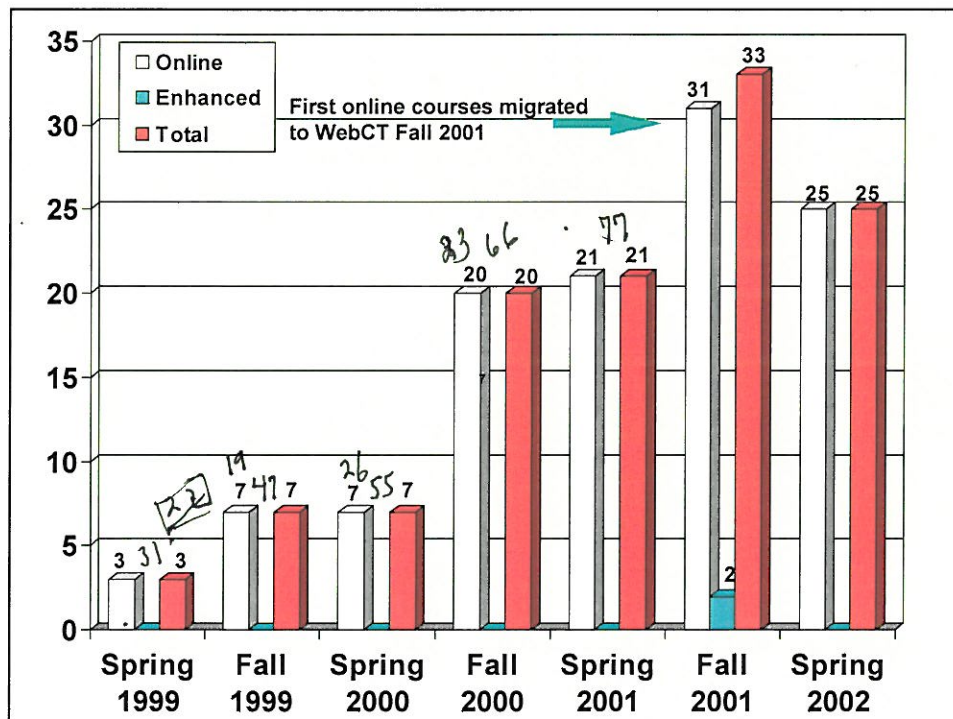
where we started, where we are, where we're going....

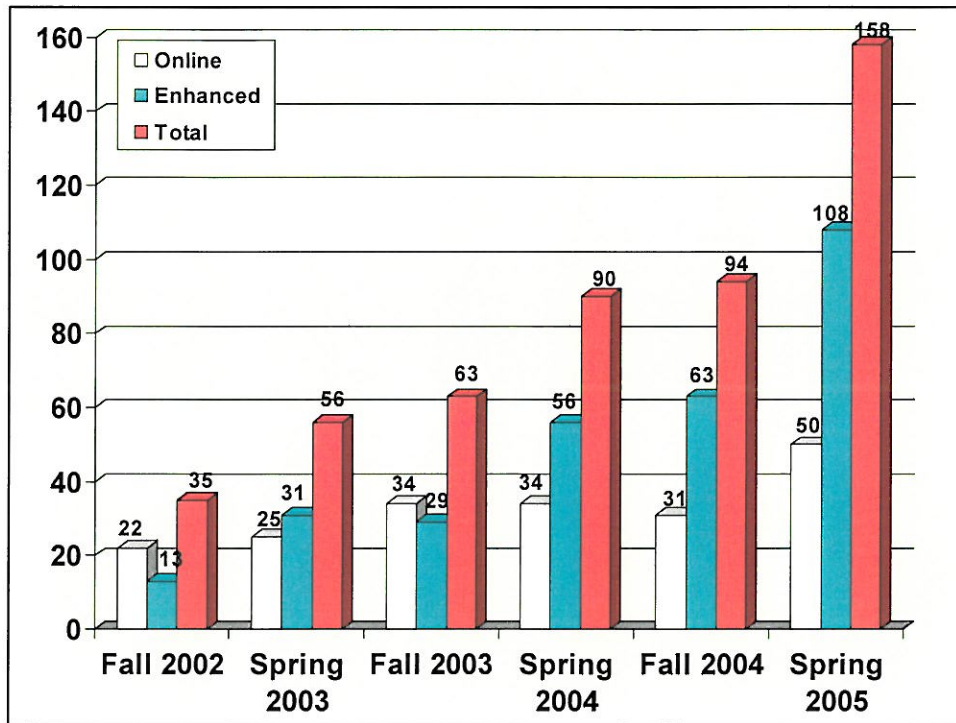
Spring 1999 – Spring 2005

Spring 1999 – Spring 2001:
Rapid Course Design & Development System (RCDDS)

Fall 2001 – Spring 2005: WebCT

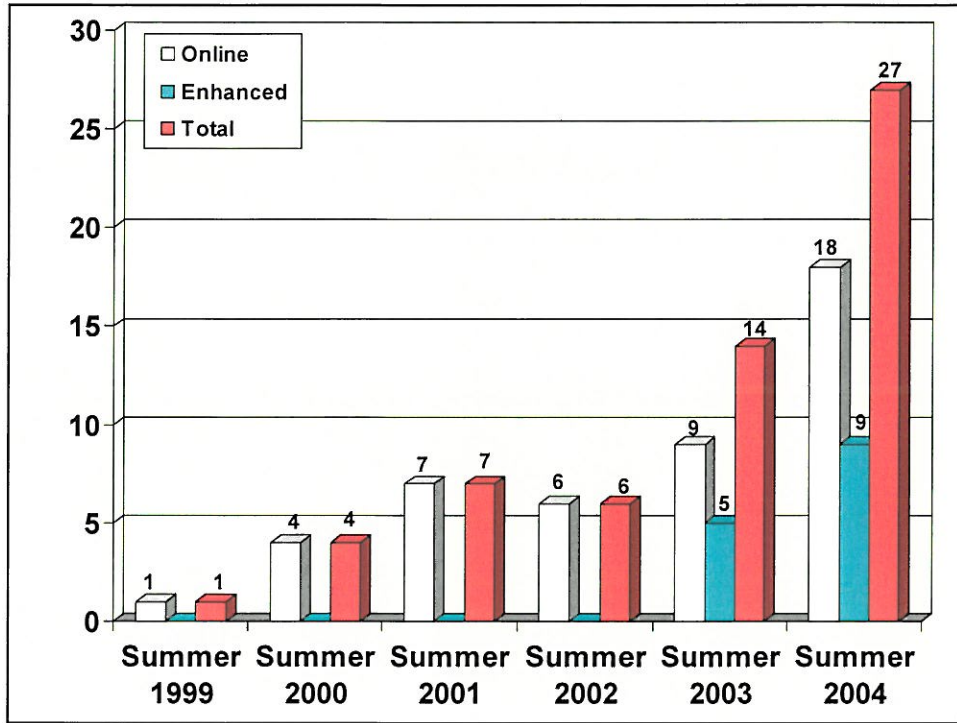
ITSD, Spring 2005





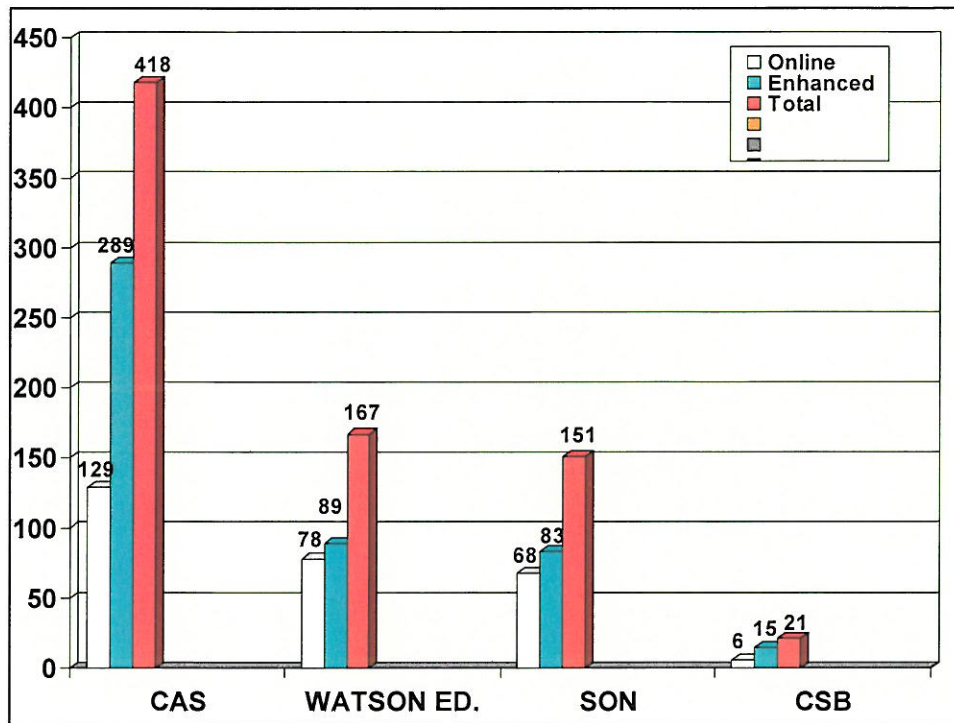
Summer School Online

Summer 1999 – Summer 2004



Online Course Sections by School

Spring 1999 – Spring 2005
Total 757 sections



Course Sections
 Online & Enhanced
 by Department

Spring 1999 – Spring 2005

College of Arts & Sciences

Department	Online	Enhanced
ARH	0	5
BIO	7	22
CHM	0	5
COM	0	15
CRJ	29	26
CSC	3	48
ENG	7	42
EVS	0	2
FST	0	2

College of Arts & Sciences

Department	Online	Enhanced
GER	0	1
GLS	0	3
GRN	12	9
HEA	1	14
HST	1	12
JPN	1	8
MAT	1	14
MUS	0	2
PAR	0	4

College of Arts & Sciences

Department	Online	Enhanced
PED	0	2
PLS	4	4
PSY	45	15
SOC	7	12
SPN	7	9
STT	2	5
TEC	2	4
THR	0	4
Total	129	289

Watson School of Education

Online	Enhanced
78	89

School of Nursing

Online	Enhanced
68	83

Cameron School of Business

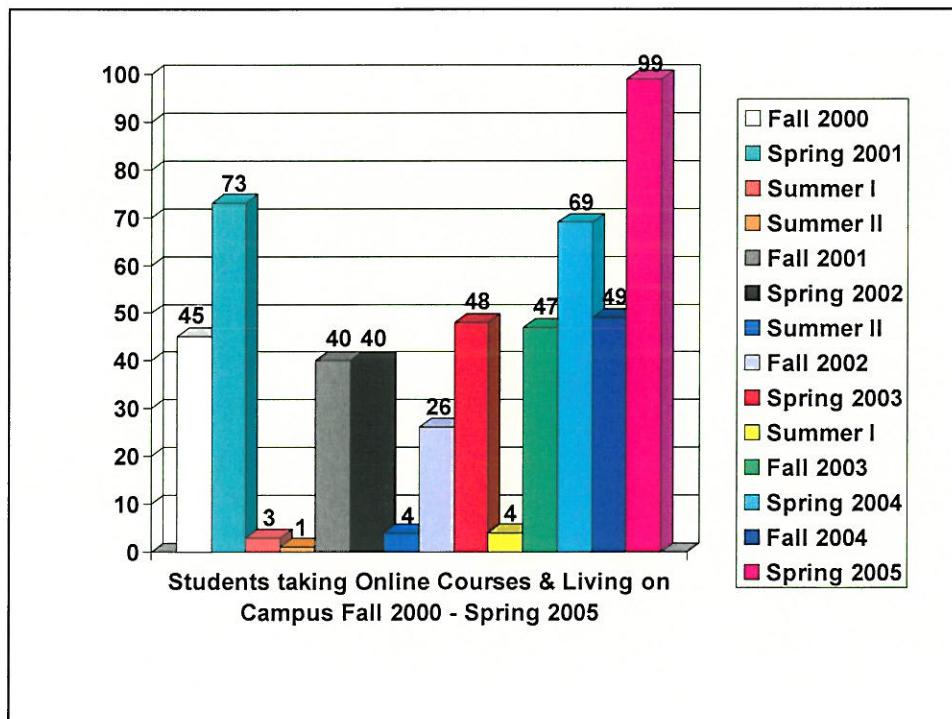
Discipline	Online	Enhanced
ACC	1	0
BLA	1	3
MGT	0	2
MKT	1	5
MSA	2	4
QMM	1	1
Total	6	15

Summer I, II, Fall 2005

- Summer I, 2005 –
 - 35 WebCT courses developed
- Summer II, 2005 –
 - 33 WebCT course accounts developed
- Fall, 2005 –
 - 248 WebCT course accounts developed

Students in WebCT database

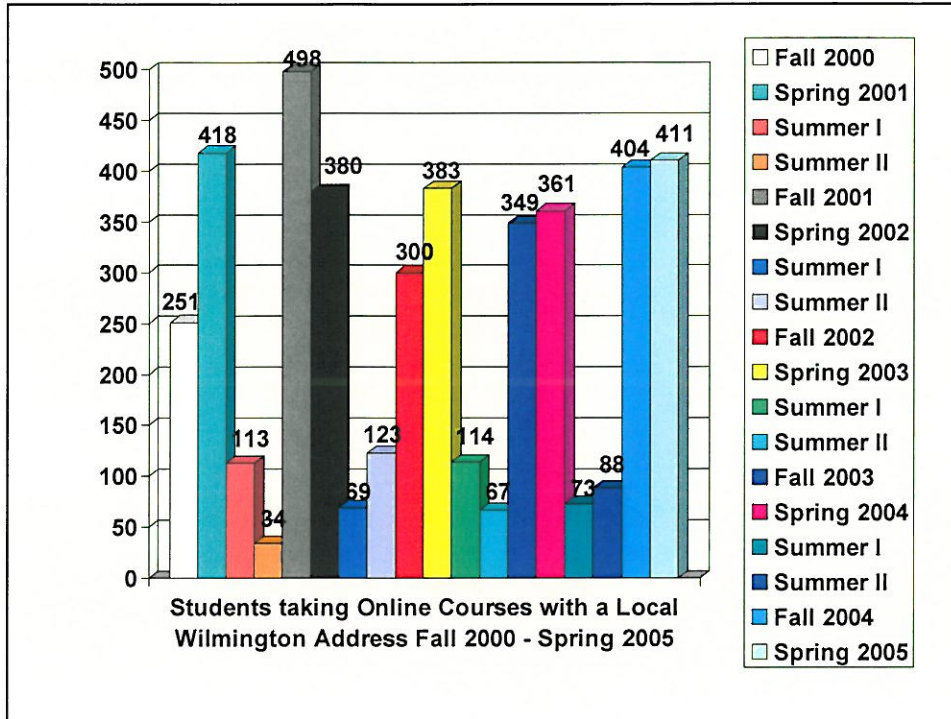
- Total number of students in database – 7022 (May 20, 2005)
- Fall semester 2004 – 2434
- Spring semester 2005 - 2940



Dorms
Local
permanent

Add
out of state

Waiting on
Age data. 8



Total courses developed

- 1077 total courses developed and residing in WebCT database
- 355 total Non-Duplicate courses developed and residing in database

WebCT Professional Development

- **Fall 2001**

- Suzanne Kissel, Instructional Design Specialist, SungardCollegis

- Best Practices in Online Course Development and Delivery
 - WebCT Assessments
 - » Grading
 - » Online Gradebook

WebCT Professional Development

- **Spring 2002**

- Suzanne Kissel, Instructional Design Specialist, SungardCollegis

- Managing Files and Building Content
 - » Constructing effective content modules
 - » Incorporating WebCT tools to accommodate various learning styles
 - » Selectively releasing content

WebCT Professional Development

- **Spring 2004**

- Dr. Autumn Grubb, Online Teaching and Learning Consultant, GC&SU
 - Conceptualizing an Online Course: Good Practices of Online Teaching & Learning
 - Becoming an Informed E-Learning Facilitator
 - Managing Your Professional Development: Ways to Increase Your Knowledge, Skills, and Research as an Online Teacher

WebCT Professional Development

- **Spring 2005**

- Suzanne Kissel, Instructional Design Specialist, SungardCollegis
- Jerry Tieman, Instructional Design Specialist, SungardCollegis
 - WebCT Course Transformation Process
 - » Transform web enhanced course to hybrid delivery model
 - » Incorporate WebCT Best Practices in delivering hybrid course

Questions & Answers

Created by

Information Technology Systems Division

Department of Client Services

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Spring 2005