NORTH PARK UNIVERSITY
CHICAGO

Implementing Strategies for Online Courses: Support of Master Course Template, Peer Team, and LMS

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Questions

1. Is faculty buy-in an issue for your institution in the development of online/hybrid courses?
2. Does your institution have a professional development program in place for course developers?
3. Are stipends paid to course developers?
4. Are QM design rubric elements embedded into your LMS? If so, how?
5. What support is available for course developers?

Learning Objectives for this Session

After this session, participants will be able to:

1. Observe a connection between quality assurance measures and the participants' LMS;
2. Be inspired to connect course developers (e.g., faculty members) and support personnel; and
3. Construct a Master Course Template for their own LMS to incorporate QM design elements.

Key Issues for this Session

After this session, participants will be able to think deeply about:

- Faculty buy-in
- Professional development opportunities
- Faculty incentives
- Implementation of quality design rubric elements into course offerings
- Personnel support for faculty/course developers

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QUALITY MATTERS PROGRAM QM

Profile of North Park University

- Small, liberal arts-based, religiously-affiliated university of 3200 students
- Located on the north side of Chicago, Illinois
- Most online courses and programs are in the seminary and adult programs
- Only a few undergraduate and General Education courses that are online
- Curriculum is campus-based and most students live within 20 miles of campus

Challenges for Online Curriculum at North Park

- Provost promotes campus-based programs
- Career-oriented online programs would “betray” the college’s liberal arts tradition
- Faculty have few incentives to develop online courses
- Most faculty are seniors and not proficient with technology
- No teaching load waivers provided for faculty to develop online coursework
- Faculty see QM as “overkill” and there is no “quality control” for face-to-face coursework, so why should there be QC for online courses?
- Difficult to convince faculty members that financial and other pressures make change necessary on an institutional scale

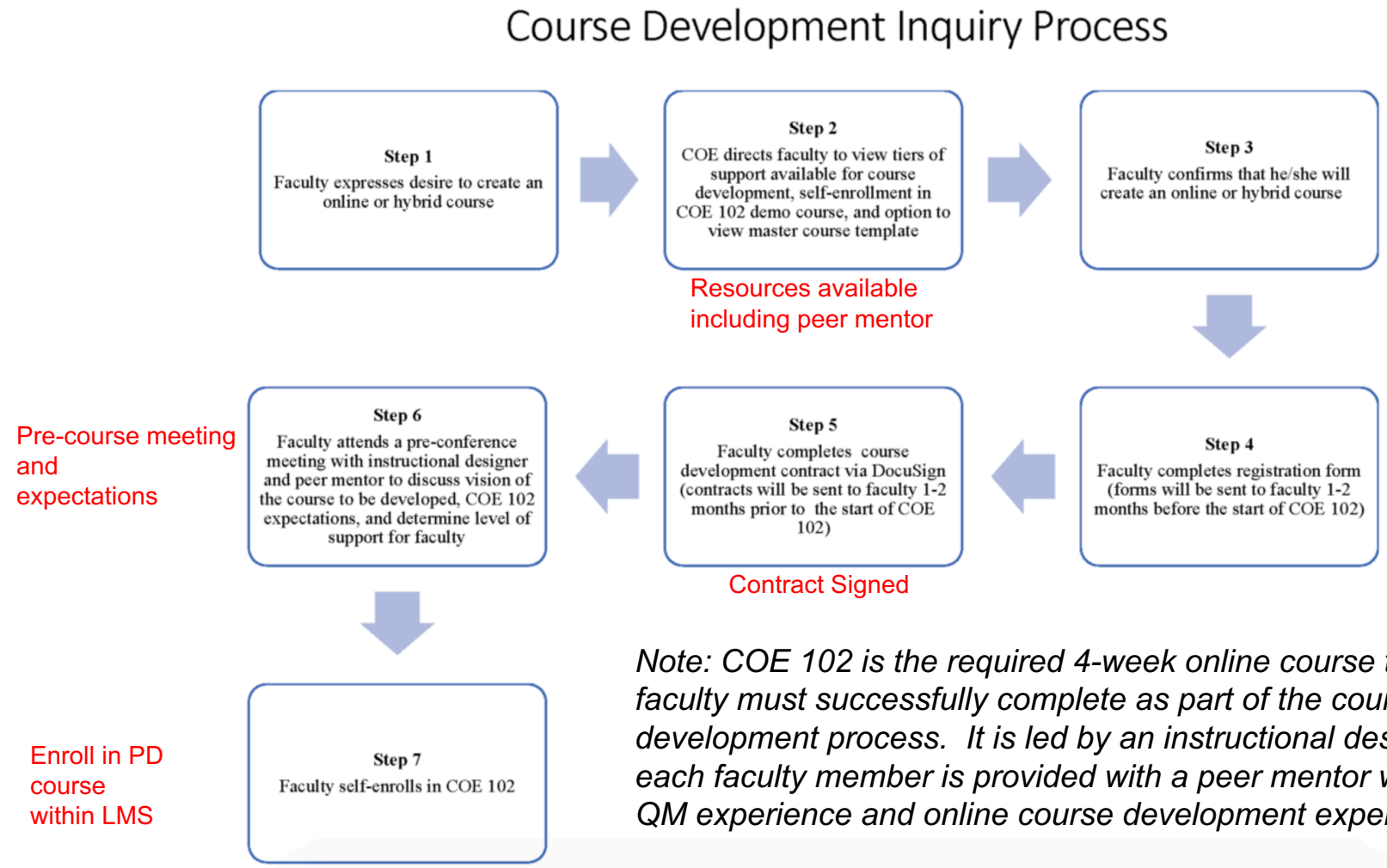
Opportunities for Online Curriculum at North Park

- Students desire to have an accessible curriculum
- In order for university to sustain, the target audience must be enhanced geographically
- Two graduate programs exist in an entirely online format and have successfully reached remote students
- Online classes might be a way to retain students over the summer and gain some revenue
- New online majors may involve new faculty hires
- The technological infrastructure to develop online programmatic offerings exists

What Exists and What Are Future Goals for the Online Curriculum?

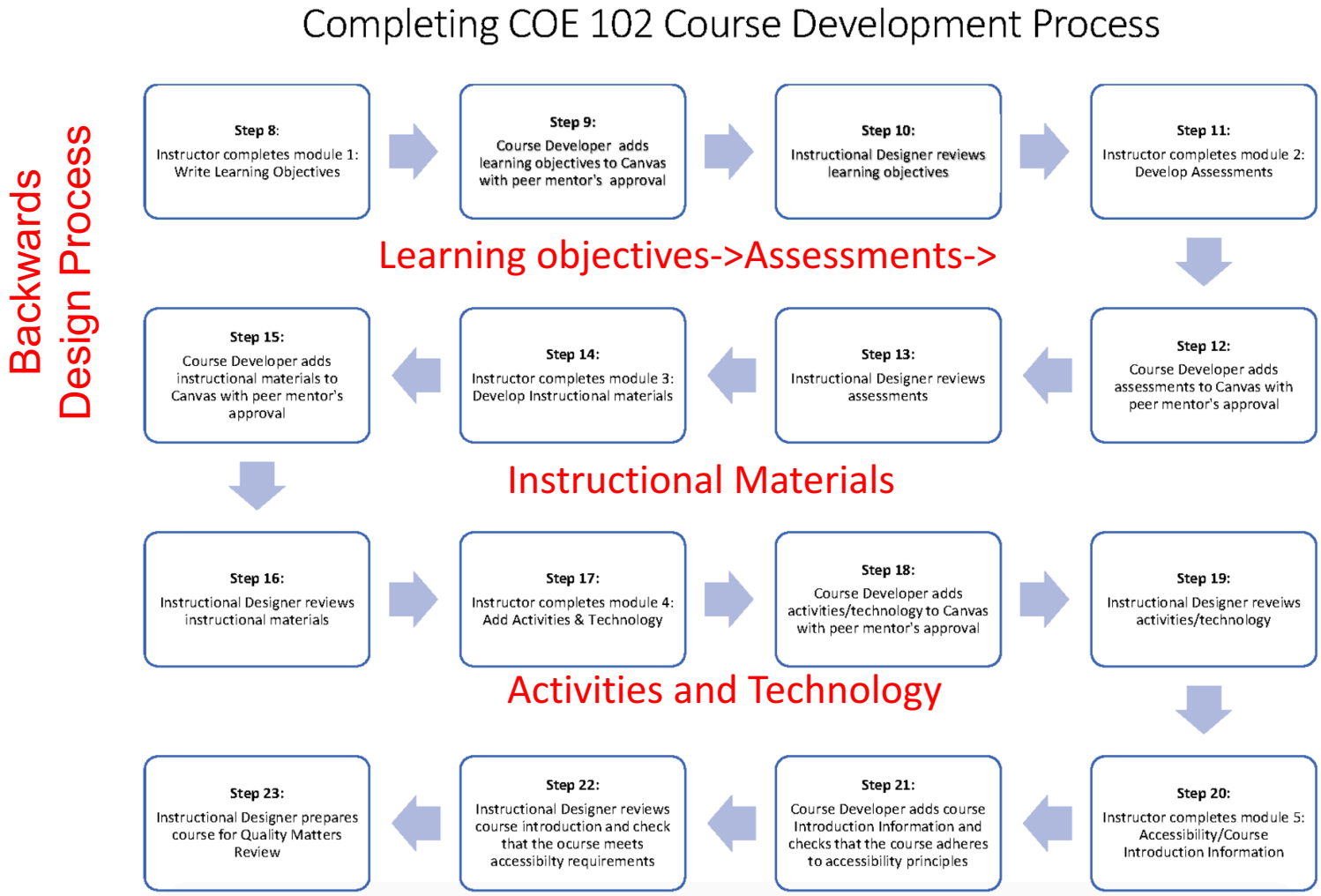
- Center for Online Education (COE) consists of:
  - **Associate Dean** reporting to Dean of Institutional and Academic Technology
  - **Instructional Designer**
  - **LMS Administrator**
  - **Coordinator** (Part-time)
  - **Student worker** (Part-time)
- Recent transition from Moodle to Canvas as LMS
- Quality Matters™ subscriber since 2011, internal reviews
- Five (5) internal QM peer reviewers
- Two (2) internal QM Master Reviewers
- Each course developer provided with a “peer mentor” to support them
- Goal: Cultural change to one of acceptance of online coursework

How Does the Online Course Development Process Work at North Park?



Note: COE 102 is the required 4-week online course that faculty must successfully complete as part of the course development process. It is led by an instructional designer and each faculty member is provided with a peer mentor who has QM experience and online course development experience.

How Does the Online Course Development Process Work at North Park? (cont.)



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The Master Course Template

canvas

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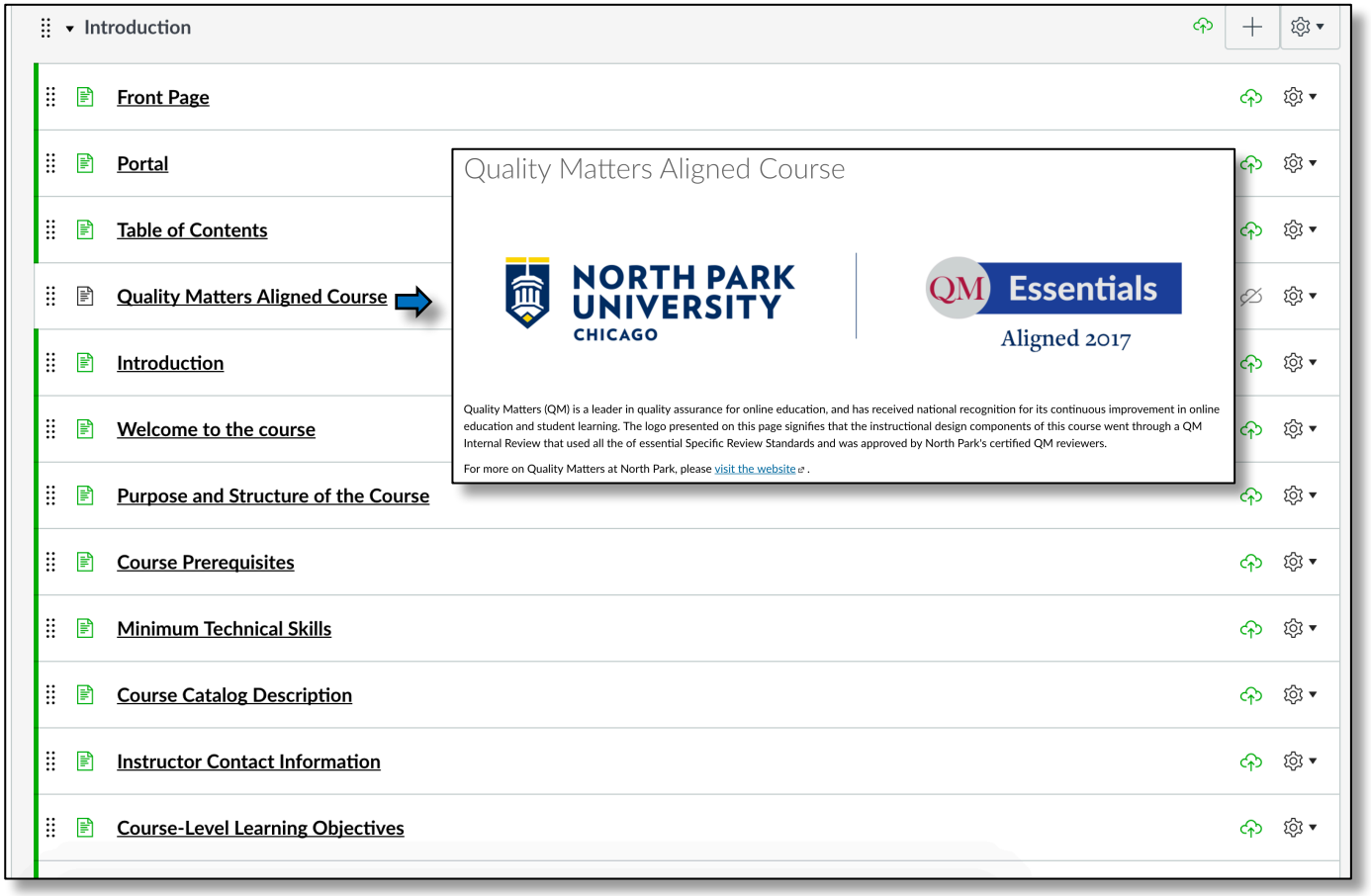

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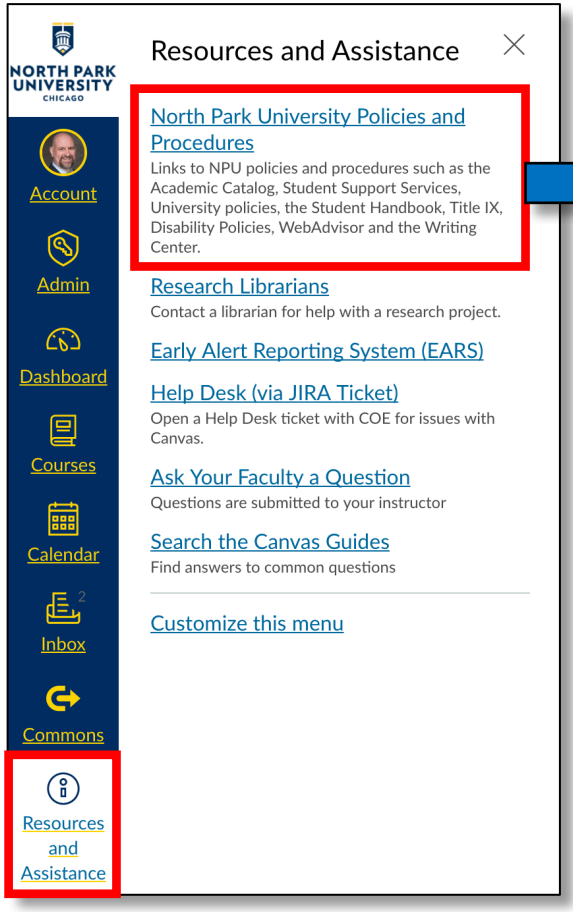

Embedding Resources into Each LMS Shell Which Speaks to QM Rubric

- Academic Catalog
- Academic Support: Student Success
  - Academic Advising
  - Peer academic assistance
  - Study Skill Resources
  - Transfer Student Resources
  - Tutoring
- Adding/Dropping Courses
- Coordination of Equal Opportunity Programs
- Counseling and Support Services
- Health Services
- Mission, Vision, Goals, and Core Values of the University
- Policy Against Discrimination, Harassment, Sexual Violence, Relationship Violence and Retaliation
- Privacy and Accessibility Policies
- Sexual Assault Resources
- Smoke and Tobacco Free Policy
- Social Media Policy and Guidelines
- Student Grievance Procedures
- Student Handbook
- Title IX
- University Procedures

  University Procedures includes the following:
  - Academic Leave from University
  - Academic Load
  - Course Out of Sequence
  - Enrollment Verification
  - Grade Report
  - Independent Study
  - Major Declaration
  - Overload Application
  - Pass/Fail Application
  - Repeat a Course
  - Student Academic Standings Committee
  - Transfer Credits
  - Transfer Guidelines
  - Withdrawal from University
- WebAdvisor
- Writing Center

How Does the Online Course Development Process Work at North Park? (cont.)

Quality Matters™ Internal Review Process

Step 24

Course is submitted for QM review by a 3 person team made up of a Master Reviewer and two Peer Reviewers.

(includes SME)

Step 25

If the course does not meet QM expectations, faculty will need to make the suggested amendments to their courses

Step 26

After the amendments have been made, the course will then be resubmited to the QM reviewers

Step 27

Once the course meets QM expectations, COE will add the QM seal to the course

Step 28

Faculty member compensated by COE for developing course

Step 29

Course is then ready to be offered

How Does the Online Course Development Process Work at North Park? (cont.)

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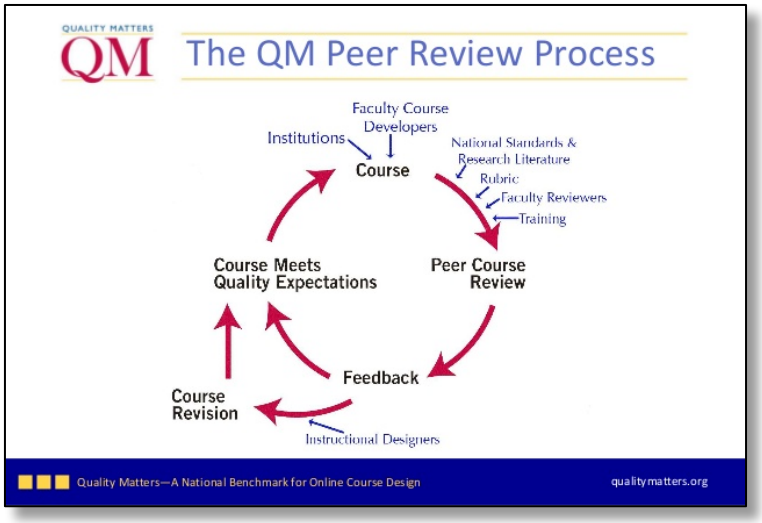

Course Banner

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QM Essentials Aligned 2017

Professional Development Available

Professional Development Tutorials

Badge Administrators listed in parentheses

ADA 101: (January 10, 2018 Webinar)
Learning About Accessibility
(Laura Ebner)

BBB: (May 9, 2018 Webinar)
Learning to Use the BigBlueButton® to Create Webinars from Within Canvas
(Rich Schultz)

LIB 101: (November 8, 2017 Webinar)
Best Practices of Creating a Research Assignment
(Marielle McNeal)

LIB 102: (December 13, 2017 Webinar)
Copyright Considerations
(Andy Meyer)

Canvas 101F: (Webinar Archive)
Introduction to Canvas for Faculty
(Rich Schultz)

BAD (October 11, 2017 Webinar)
Introduction to Digital Badging
(Rich Schultz)

COE 101:
Introduction to Online Teaching and Learning
(Marcelene Cunningham)

COE 102: (March 14, 2018 Webinar)
Online Course Development
(Marcelene Cunningham)

COE 103: (April 11, 2018 Webinar)
Tech Tools Supported
(Catherine Howorth)

COE 104: (February 14, 2018 Webinar)
Understanding NC-SARA
(Rich Schultz)

PTFT:
Part-Time Faculty Training
(Hannah Anthony)

O365: (July 11, 2018 Webinar)
Tips for Using O365
(IT rep.)

Canvas Faculty Showcase (June 13, 2018 Webinar)

- Webinars
- Face-to-face workshops
- Self-paced online tutorials in LMS
- Successful participants receive badges/micro-credentials

Discussion in Small Groups

1. What are some ways in which your institution has addressed faculty buy-in?
2. What professional development options are present for your faculty at your institution?
3. Are stipends paid to course developers?
4. Are QM design rubric elements embedded directly into your LMS? If so, how?

Circling Back

As a result of this session, were you able to:

1. Observe a connection between quality assurance measures and the your LMS?
2. Become inspired to connect course developers (e.g., faculty members) with support personnel?
3. Consider constructing a Master Course Template for your own LMS to incorporate QM design elements?

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