

**MDE Program Self-Assessment Report for the  
EFMD CEL Accreditation (June 2006)**

## **MDE Program Self-Assessment Report for the EFMD CEL Accreditation (June 2006)**

The self-assessment of the MDE program was completed on June 22, 2006. It resulted from a joint effort by UMUC's leadership, the Graduate School of Management and Technology, the Information and Technology Systems Department, the Center for Media and New Technology, coordinated by the MDE program directors, Dr. Stella Porto from UMUC and Dr. Ulrich Bernath from Oldenburg University. The final editing was supported by Christine Walti.

The self-assessment addressed 30 quality criteria for technology-enhanced learning programs in management education shown below. The 30 criteria refer to programme profile, pedagogy, economics, technology, organisation, and culture. The outline of the self-assessment report follows the quality criteria and the five areas of concern.

Main parts of the self-assessment are based on:

- a) U. Bernath & E. Rubin (Eds.) (2003), [Reflections on Teaching and Learning in an Online Master Program. A Case Study](#). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, (<http://www.uni-oldenburg.de/zef/cde/webvol6.pdf> and <http://www.c3l.uni-oldenburg.de/21767.html>).
- b) the nomination narrative for the Sloan Consortium 2003 ALN Award (<http://www.uni-oldenburg.de/zef/literat/Sloan03-UMUC.doc>), and
- c) UMUC's self study report (2006). <http://www.umuc.edu/middlestates/index.shtml>. Internal document submitted for Middle States accreditation.

EFMD announced on Oct 1<sup>st</sup>, 2006 "that the University of Maryland University College (UMUC) Master's Degree in Distance Education has been awarded EFMD CEL accreditation."

[http://www.efmd.org/html/Knowledge/publ\\_detail.asp?TID=3&AID=061001geyj&ID=040929qmsx](http://www.efmd.org/html/Knowledge/publ_detail.asp?TID=3&AID=061001geyj&ID=040929qmsx)

# EFMD CEL Overview of Quality Criteria

## Programme Profile

PR1 The objectives of the programme are explicitly stated and consistent with and integrated into an overall strategy of institutional development and quality improvement.

PR2 The target population of the programme is clearly defined.

PR3 The staff designing, managing, running and evaluating the programme (e.g. programme managers, authors, e-tutors, e-moderators, quality managers) must be appropriately qualified for conducting their responsibilities.

PR4 Students are provided with relevant programme information available prior to the start of the programme

## Pedagogy

PE1 The learning objectives of the programme are stated, following the respective professional pedagogical standards.

PE2 The pedagogical and strategic (added) value of e-Learning within the programme is explained.

PE3 The structure of the programme allows for a diversity of learning and teaching methods.

PE4 Student interaction with teaching staff, other students and/or interactive learning software is an essential characteristic of the programme and is facilitated through a variety of ways.

PE5 Content making use of e-Learning is integrated in the curriculum and the assessment system of the programme.

PE6 There are principles / guidelines regarding minimum standards for course development and design as well as for the use of third party contents.

PE7 Instructional materials (e. g. e-Media) are reviewed periodically to ensure they meet the programme objectives and standards.

PE8 Feedback to student assignments and questions is constructive and provided in a timely manner.

PE9 The relationship between learning objectives, assignments and assessments follows a coherent concept.

PE10 Assessments follow respective professional standards and are valid to the learning objectives.

## Economics

E1 Institution should demonstrate that the level of overall resourcing is appropriate to achieve the programme objectives.

E2 There is a balance between running and advancing the programme, especially concerning

the e-Learning components within it.

## **Technology**

T1 The selection of technologies is based on appropriateness for the pedagogical concept and in respect to the students and teaching staff.

T2 There is an IT-strategy regarding the implementation of e-Learning, stating the currently used technology, its maintenance and considerations for future advancement.

T3 The reliability of the technology delivery system is monitored and documented. Service level agreements for the hardware and software on reliability are in place and operational.

T4 e-Learning delivery follows best practice recommendation concerning usability and accessibility.

T5 The deployed technology allows future reuse of content and information and supports sustainable development.

## **Organisation**

O1 The institution is able to demonstrate the existence and operation of the necessary infrastructure and support for the programme.

O2 There is a policy of competency development for the staff involved in the design and running of the courses (especially those with e-Learning components).

O3 The definition of work processes for implementing the e-Learning components of the programme must be transparent for those involved in the implementation of the programme.

O4 The institution conducts a programme of continuous quality evaluation directed towards programme improvement

O5 The institution is responsive to student complaints concerning the courses (especially those with e-Learning components).

## **Culture**

C1 There are clear and demanding expectations towards the students and teaching staff, as a major pillar of the learning culture of the programme.

C2 The philosophy of change, innovation and co-operation within the institution (especially with regard to e-Learning) is stated.

C3 Issues of workload, compensation, ownership of intellectual property resulting from the programme and their impact on the commitment and participation of the staff have been considered.

C4 Commitment of the institution's leading management to support the objectives and implementation of the programme, especially concerning the e-Learning components within it.

[http://www.efmd.org/html/Accreditations/cont\\_detail.asp?id=040929dygl&aid=041027wszf&tid=1](http://www.efmd.org/html/Accreditations/cont_detail.asp?id=040929dygl&aid=041027wszf&tid=1)

# EFMD CEL 2006 Self-Assessment of the MDE Program

## *Programme*

PR1-1	Please provide a document that states the strategic objectives of the programme as detailed as possible.
-------	--

### 1. Master of Distance Education (MDE)

- **Mission**

The mission of the Master of Distance Education is to qualify present and future managers of distance education. Given that distance education and e-learning have expanded so rapidly in the past few years in both public and private education, as well as in the training sectors, the program educates the multitude of new managers and future leaders necessary in this field. These managers need to be qualified as leaders, since they will be required to be active advocates for distance education and training in their organizations and need to manage significant change processes that affect the entire organization. (Bernath & Rubin, 2003, p. 20)

- **Goals (and Objectives) of the MDE Program**

The Master of Distance Education covers a broad range of topics and themes needed by distance education and training professionals in a global environment. Graduates of the program will be able to

- develop and communicate a mission and vision for the implementation of distance education within an organization;
- function effectively as leader, manager and team member within a distance education or training organization;
- develop strategic goals and business plans for distance education within an organization;
- analyze and recommend an organizational distance education technology plan, and to manage the implementation of that technology in distance delivery;
- design, and implement and assess the necessary support services for a distance education program.

Students will develop competencies in

- organizational and management processes;
- leadership and change management;
- information technology;
- business development, strategic action planning, problem solving, ethics and social responsibility.

This is an applied degree, aimed at developing the managers of distance education and training organizations of the future.

MDE graduates will have the vision, knowledge and skills required to lead and specifically , to meet the needs of today's organizations by engaging in the planning, budgeting, development, delivery, and support of distance education and distance training programs. They must be active advocates for e-learning, distance education and distance training in their organizations and able to manage the significant change processes that will likely affect the entire organization. The program challenges students to critically engage in the field of distance education in the following ways:

- gain a perspective on the history and theory of the field of distance education;
- learn to access and critique the relevant literature in the field;
- understand the organization systems and structures that support DE;
- understand the emerging business environment of DE, including issues relating to cost, marketing and competition;

- develop skills in the selection and application of DE technology and media;
- learn about and practice the application of asynchronous and synchronous technologies;
- understand and apply a variety of DE pedagogies within the materials and course development process;
- learn about issues of leadership and management within a distance education or training organization;
- learn about the globalization of DE, and how the international and cross- cultural aspects of DE are critical to operating in world markets;
- learn about the design and construction of the Virtual University, and the provision of a wide variety of student services and support, including the distance delivery of the virtual library, student advising and counseling services, course and program registration and financial services, and job placement services; and
- learn about the design, development, and operation of the corporate virtual university and related training environments, including course development, database development, student registration and tracking, etc. and;
- analyze issues related to faculty training, faculty compensation, copyright ownership, and quality assurance." (MHEC Proposal, 1999 p. 6)

"...students who successfully complete the Master's degree will be able to:

- understand and critique the broader policy and social issues that arise from using distance education and technology-based learning.
- plan and manage distance education and training courses, programs, departments and organizations.
- design, develop and deliver high quality distance education and training in ways that reflect a variety of different approaches to teaching and learning.
- select and use technologies on the basis of their differing educational and operational characteristics.
- evaluate and conduct research on distance education and training issues, and disseminate the results.
- collaborate and network with other distance education professionals around the world.
- cost and budget distance education development and delivery systems.
- understand, from a learner's perspective, what it means to engage in distance and technology-mediated learning." (MHEC Proposal, 1999, p. 11 - 12).

### MDE Program Outcomes

<b>PROGRAM OUTCOMES</b> <b>Master of Distance Education Program</b>	
<b>CORE LEARNING AREA (CLA)</b>	<b>PROGRAM OUTCOME</b>
COMM	Use effective communication skills in the area of distance education through writing samples, such as essays, reports and/or presentations.
TECH	Select distance education technologies and media on the basis of the educational and operational characteristics appropriate to organizational and student needs.
INFO	Present assignments, analyses, and personal portfolios using primary research in distance education material in a professional manner.
GLOB	Explain how the international and cross-cultural aspects of distance education are critical to operating in world markets.
QUAN	Develop budgets for distance education development and delivery systems.
THIN	Critique the broader policy and social issues that arise from using distance education and technology-based learning.
THIN	Evaluate the history and theory of the field of distance education based on review of the relevant literature of the field.

SPEC	Explain the organizational systems and structures that support distance education within organizations, including the planning, budgeting, development, delivery, and support of distance education and distance training programs.
------	---

(Source: UMUC Program Assessment Plan: Program Outcomes and Learning Assessment Criteria, 2006)

## 2. UMUC's Graduate School of Management and Technology

The MDE program's mission is consistent with that of UMUC's Graduate School of Management and Technology.

- **Mission Statement (2005)**

UMUC's Graduate School of Management and Technology (the Graduate School) prepares students for effective leadership and citizenship in a global environment characterized by workforce diversity, increasing competition, and technological innovation. Programs are offered at the doctoral and master's levels and are designed to extend educational access to adult students in accessible formats. The Graduate School strives for excellence in the quality of programs offered and in their delivery. The curriculum stresses knowledge of the discipline with emphasis on leadership, communication, technology, globalization, diversity, systems thinking, critical thinking, information literacy, research competency, and ethical practices. The Graduate School challenges students and faculty to continuously demonstrate effective leadership as they apply what they study to their professional and their daily lives. The Graduate School serves students locally in and around the state of Maryland, as well as throughout the nation and around the world. It builds collaborative relationships with other institutions and organizations to achieve its mission. Its goal is to become one of the premiere worldwide graduate institutions of choice among students and faculty. (UMUC Self-Study, 2006)

## 3. UMUC

The MDE program's mission is consistent with the mission, vision and values of the University of Maryland University College:

- **Mission**

University of Maryland University College (UMUC) is the Open University of the state of Maryland and of the United States. The University *in its entirety* has but one focus—the educational needs of the non-traditional student.

- **Vision**

UMUC will become the premier global university serving non-traditional students recognized by the accessibility of its programs; the quality of its teaching, learning, and student services; and its commitment to the success of its students.

- **Overarching Values**

As an Open University, we are committed to

- simultaneously achieving academic excellence and expanded access to higher education.
- becoming the university of choice for working adults and other non-traditional students who comprise the University's three historical constituencies: residents of the state of Maryland, members of the U.S. Armed Services and their families, and national and international students pursuing a university education online.
- providing outstanding undergraduate and graduate degree and certificate programs that are student-focused, workforce-relevant, and clearly articulated.
- offering a faculty distinguished by its superior teaching skill, the level of its professional experience, and its academic achievement.
- achieving a position of leadership in the use of technology as a means to enable and enrich distance education.
- providing access and excellent service to geographically dispersed students, faculty, and staff.
- becoming a global community that recognizes the contributions of all its constituents—students, faculty, staff, alumni, and private and public stakeholders.

These are the values that we believe should permeate the culture of UMUC and that drive the strategic plan. (UMUC, Five-Year Strategic Plan FY 2005-2009, p. 13):

### **UMUC's Strategic Plan**

The University's strategic plan has two overarching themes:

- Quality: We must differentiate ourselves through the recognizable quality of our programs and services and through leadership in the use of technology.
- Growth: To remain fiscally viable, we must plan to double our enrolment by FY 2009.

### **Quality**

1. UMUC, as an open admission institution, will maximize the success of its students by developing innovative approaches to their retention and graduation and by investing in the academic resources and support services that help students achieve their educational goals.
2. UMUC will recruit, select, train, support, and retain a strong cadre of full-time and part-time faculty who are distinguished by their professional experience, academic achievement, and ability to foster student learning.
3. UMUC will embed learning outcomes into the culture of the University so that it will be able to demonstrate the effectiveness of its faculty and the success of its students in achieving their educational goals.
4. UMUC will deliver and continuously expand a high-quality program portfolio that is work relevant and market-driven with clear paths to degree completion.
5. UMUC will achieve national leadership in the use of technology in the delivery of quality education and student services, thus making technology a University differentiator in the marketplace.

### **Growth**

6. UMUC will create and implement a vision of Maryland as a state-wide campus that seamlessly integrates community college partnerships, regional centers, expanded on-the-ground presence that includes on-site instruction and support, and online classes and seminars into one operation.
7. UMUC will sustain a level of national and international enrollment growth that will enable it to determine its own future and achieve national eminence.
8. UMUC will strengthen its position as the premier provider of higher education to military students by expanding its share of the military market.
9. UMUC will transform the way it organizes itself so that that it can sustain the level of growth it needs to prosper, deliver excellent programs and services and meet the challenges of the competition from for-profit providers.

*UMUC can achieve the levels of quality and growth contemplated in these goals only through a high-quality, motivated workforce. The following goal is, then, critical to the fulfilment of UMUC's aspirations:*

10. UMUC will become an employer that provides a supportive and rewarding environment for all its employees: faculty, staff, and administrators.

(UMUC, Five-Year Strategic Plan FY 2005-2009, p. 14-15)

### **• UMUC's Approach to Distance Education: Five Key Factors**

1. *Ensuring quality in online learning by demonstrating student success through outcomes assessment.*  
This includes reviewing all inputs and processes for online learning programs so outcomes can be measured and to demonstrate that there was no significant difference in student learning outcomes between onsite and online learning.
2. *Understanding that online education is more than a well-designed, virtual classroom*  
This requires a systematic investment in the learning infrastructure and the realization that creating a fully developed set of support services for students within and beyond the classroom was of prime importance (i.e. by providing 24-hour support for all of the services it delivers to students and faculty).
3. *Using internal faculty and support staff to convert on-site courses to the online format to ensure the quality of the curriculum and provide consistency for assessment purposes.*



Use the existing expertise of UMUC’s own faculty in the university’s educational model, understanding of distributed education and to provided a practitioner perspective.

4. *Developing an interactive educational delivery paradigm that fosters student learning.*  
During the online course cohort model UMUC relies heavily on online conferencing for its distance delivery courses, which involves a high degree of student and faculty involvement and requires UMUC to limit class sizes.
5. *Choosing the right educational delivery platform for students and faculty.*  
UMUC has managed to ensure that its (proprietary) delivery platform WebTycho is “invisible” thus not interfering with learning. In addition it is scalable and can be altered to meet the needs of UMUC’s unique student and faculty populations.

In addition to being guided by the above described five key factors and by previous experience in the distributed education market university leadership understood that a comprehensive distance education program needed to be offered in order to transform the entire institution in terms of scalability, financial stability, and sustainability.

The following are UMUC’s transformational pillars:

1. Creating an integrated package of services to meet student needs 24 hours a day.  
In particular, UMUC has made tremendous strides in creating a comprehensive virtual library and online student services and resources.
2. Creating a culture of outcomes assessment to foster self-learning and feedback loops to ensure that assessment results are incorporated into the revision of the courses and programs at UMUC.
3. Focusing on interactivity and a cohort model for distance learning.  
To foster interactivity and preparedness UMUC recently developed a new course—EDCP 100 Principles and Strategies of Successful Learning.
4. Standardizing the development and delivery of its programs and courses through a team-based approach to the curriculum.  
UMUC focuses on a two-pronged approach, fostering standardization within the curriculum while allowing individual customization in order to ensure consistency and quality, benefit from the input of instructional designers and experts in technology, and measure learning outcomes while allowing for each faculty member to teach the material in his or her own style.

(Excerpts from: UMUC Self Study Report, 2006, pp. 17-32)

<b>PR1-2</b>	<p><b>Please...</b></p> <p><b>a) ...reflect on how the programme objectives are set up and who is in charge for their regular review and the regularity of the review process.</b></p> <p><b>b) ...reflect on the consistency of the programme objectives with the institution’s development and quality goals.</b></p>
--------------	---

**(a) Development and Review of Program Objectives**

The program goals and objectives of the Master of Distance Education program were the result of a pressing need within the academic and training communities through the collaboration of two partners.

The Master of Distance Education program grew out of collaboration between Eugene Rubin from UMUC and Ulrich Bernath from Carl von Ossietzky University of Oldenburg. These two distance educators recognized the significant necessity for professional training in the field, but felt that some crucial issues/areas might be neglected. There were, and still are, very few formal opportunities for faculty and professionals in higher educational institutions, government and industry to develop comprehensive knowledge of and skills in distance education. Several institutions that offer distance education also provide faculty development, but these activities do not have formal recognition and often relate only to specific technologies and skills. Most distance educators learned to develop and deliver courses through a ‘trial-and-error’ method, while getting occasional advice from their more experienced colleagues or some support from their IT departments. They do this with almost no background in distance education theory, pedagogical models, or exposure to examples of good practice.

Two critical needs emerged from this analysis and are still valid:

- The need for an educational program in which new distance educators can develop a broader perspective of the general foundations of distance education and learn critical knowledge and skills in the field.
- The need for a global perspective among distance educators so that they can benefit from the knowledge of how other institutions approach distance education and solve problems, particularly in cross-border and cross-cultural contexts.

Given the need for faculty development and training in distance education, Rubin and Bernath submitted a proposal in 1995 to participate in the "Global Distance Learning Initiative" of the International Council for Distance Education (ICDE). In collaboration with the AT&T Foundation, ICDE offered a series of grants for research/exploration in the area of distance education. Rubin and Bernath were awarded a grant to develop a ten-week course entitled "A Virtual Seminar for University Faculty and Administrators: Professional Development in Distance Education" (Bernath & Rubin, 1999).

The global aspect of the seminar was important for its success. By being globally accessible via the Internet, the content and interaction allowed participants to come to terms across cultural borders and among the diverse practices within the field of distance education. It gave depth to the learning and forced the participants to think beyond their own cultural and environmental contexts and constraints. The seminar was also an example of distance education in practice and allowed some of the more experienced participants to obtain a better understanding of their own students' experiences within online courses.

One of the outcomes of the virtual seminar was the joint decision of the two seminar leaders and their respective institutions to pursue the design, development and delivery of a Master of Distance Education degree. This decision came directly from the original intent to develop a means to train faculty and administrators in the area of distance education.

The MDE itself was launched in 2000. In general, inter-institutional collaborations are difficult to establish and equally difficult to maintain, particularly until a degree of success and sustainability have been established. Enterprises such as this one require cooperation and a degree of trust that often comes with previously established personal relationships. The two founding program directors, based on their collaboration in several other projects had built a level of communication that provided evidence that they could rely on each other to achieve the program goals.

The preliminary proposal to pursue and initiate the program was submitted to both institutions, and after a face-to-face meeting of both institutions' executives, it was agreed that a full proposal would be developed and submitted to the University Board of Regents and reviewed by various other institutions in the University System of Maryland in 1999. The proposal was then submitted to the Maryland Higher Education Commission for approval, with the vast majority of the program's structure, curriculum and design in place. In late 1999 it received approval and the first group of students (50) were admitted in January 2000.

The curriculum was based on several factors:

1. views and experiences of the two directors as to the needs, goals and content of the proposed graduate training;
2. advice of well known professionals in the field of distance education and e-learning fields, garnered via various interactions and meetings for example at professional conferences;
3. advice offered by the four international experts that had participated in the Virtual Seminar; and
4. existing graduate programs (e.g. Athabasca University, The British Open University, The University of Southern Queensland, as well as the less related programs at Florida State University, The University of Wisconsin, George Washington University, among others).

The result was a curriculum that was comparable, but not identical to that of these other institutions. There was the specific intent to offer a program that clearly included managerial and a technological components, yet to ensure that technology was not the primary driver of either knowledge or skills. In fact, as a result of the Virtual Seminar experience, there was a strong focus on a balanced curriculum that included equal amounts of history, theory, pedagogy, technology, economics, business and practice.

Negotiation as to which institution would be responsible for which courses was necessary. It was decided that Oldenburg University would initially offer a Certificate in the Foundations of Distance Education and later the Certificate in Distance Education in Developing Countries was added, bringing Oldenburg's contribution to the program to 6 courses/18 credits. UMUC took on the remaining four Certificates (Distance Education and Technology, Library Services in Distance Education, Teaching at a Distance, and Training at a Distance) with all building on the initial Oldenburg Foundations of Distance Education course (OMDE601). The credit requirement for the degree was set at 36 credits representing an achievable goal without undue hardship on the students, yet still achieving the critical educational program goals.

The financial agreement between the University of Oldenburg and UMUC is based on revenue sharing according to enrollments in the program per term and the activities each institution undertakes on behalf of the program. Under this agreement, each institution is responsible for staffing, reviewing and developing a specific set of courses. Student support and technology infrastructure are under the control of UMUC, which is considered as the administrative gateway for all students. UMUC partially takes on parts of faculty support when it comes to the use of the classroom interface (WebTycho) and training. The Oldenburg partner has been particularly responsible for research initiatives (the ASF series), which focus on the elaboration of materials that are extensively used in the program's courses and are sold to the distance education community.

### ***Program Partners***

#### *University of Maryland University College*

One of the eleven degree granting institutions constituting the University System of Maryland, UMUC was founded in 1947 with the special mission of providing access to higher education opportunities for adult learners. During FY 2005, UMUC's online enrollments surpassed 110,000 worldwide. The Graduate School currently offers 19 master's degrees (all of which are available fully or at least partially online), a doctoral degree program, and more than 35 graduate certificates. Fields of study are concentrated in the areas of business and management, technology, and education. In many respects, the discipline of distance education represents the synthesis of these three fields and draws upon existing areas of institutional strength. As one of the benchmark academic institutions in online education, UMUC is well positioned to offer a program with this particular focus and to share its expertise and experiences with the larger academic community. Details on UMUC's institutional strategic and assessment plans, which guide the processes and activities and the annual implementation plan can be found in the Self-Report, 2006.

#### *Carl von Ossietzky University of Oldenburg*

The Carl von Ossietzky University of Oldenburg, founded in 1974, is one of the youngest German universities and evolved from the city's 200-year-old teacher training college. The university has grown to include academic departments such as Social Sciences, Arts and Humanities, Education, Economics, Languages, Mathematics, Natural Sciences, and Computer Science. Approximately 10,500 students are currently enrolled in more than 30 programs of study. Oldenburg's Center for Distance Education, founded in 1978, is a central unit of the university and is a leading center in German distance education and particularly active in the development of asynchronous learning networks with an emphasis on online tutorials and seminars.

In addition, the Arbeitsstelle Fernstudienforschung (ASF), or Center for Research in Distance Education, a joint unit of the Center for Distance Education and the School of Education of Carl von Ossietzky University of Oldenburg in Germany, supports inquiry in light of relevant international research in distance education and facilitates the development of distance learning programs and courses within the university as well as in a national and international context. This research unit edits, publishes and distributes the ASF Series on distance education.

Both institutions' faculty and staff collaborate in areas such as course development, teaching, recruitment of external content experts for advice, consultation and seminar participation.

#### *A Third Partner: Visiting Experts*

In addition to the two partnering institutions there is a distinct partnership with another more informal group of people who are distinguished experts in the field and engage themselves as 'visiting experts' in various courses of the MDE. This aspect of the program deserves special attention because it goes beyond

the typical/traditional relationship of full-time faculty members and an institution, or even that of part-time faculty members and an institution (most MDE faculty have that relationship with either UMUC or Oldenburg). The visiting experts are quite often the very people that the students in the program study about and whose works they read during the program. It was the goal of the program from its very founding to be instrumental in bringing our students into regular, direct contact and interaction with these notable contributors to the fields of e-learning and distance education. This opportunity is rare in typical graduate studies and unique in virtual graduate environment. In addition, other experts are introduced to students on a case to case basis, often grounded in faculty members' own networks or on the availability of experts associated with both partnering institutions.

### ***Review of the program's objectives***

UMUC and the MDE are intensely involved in a process of program review and institutional assessment that is more extensively documented in item O4 of this paper.

The complete list of goals and objectives of the MDE program (and UMUC and the Graduate School of Management and Technology) are included in PR1-1 and can be summarized as follows:

Upon completion of the Master of Distance Education Program, graduates will be able to:

- Develop a mission and vision for the implementation of distance education within an organization;
- Function effectively as leader, manager, team member and learning professionals within a distance education or training organization;
- Develop strategic goals and business plans for distance education within an organization;
- Analyze an organizational distance education technology plan;
- Manage the implementation of technology in distance delivery and design; and
- Assess the necessary support services for a distance education program.

### ***Academic Program Review***

Each major academic program in the Graduate School of Management and Technology at UMUC undergoes a full academic program review every five years. The review analyzes data including enrollment and graduation rates, faculty demographics, grade distributions, and course evaluations as well as student learning outcomes. The review encompasses a report from external reviewers not affiliated with UMUC. Recommendations for program changes resulting from the review are considered by curriculum oversight committees and the provost and are sent to the state for response. The Master of Distance Education program underwent such a program review in 2004. The reviewers' conclusion states "The UMUC online Master's in Distance Education is a strong program that prepares practicing and prospective distance educators to meet the challenges and responsibilities of social, educational, and work environments being rapidly transformed by the introduction of powerful information and communications technologies. Through the efforts of a highly committed administration and faculty, UMUC is performing a valuable service both to individuals and the field. However, as the overall context within which the program has been designed and delivered changes, particularly in relation to new providers, sharper competition among providers, and more discerning "customers," the University would be wise to work toward increasing the effectiveness of the program in meeting the needs of its multiple stakeholders" (External Reviewers' Report, July 8, 2004; the document is attached). Again, this coincides well with the assessments and recommendations made in UMUC's Self-Study Report, 2006.

### ***Annual course revision process***

Approximately one third of all courses in the MDE program are formally revised every three years. Sometimes the revision is minimal (a change in textbook or the addition or modification of a few of the objectives or readings), but more often, the course undergoes a more complete revision: restructuring the course, changing or updating the objectives, changing the activities and assessments, etc. When this happens, the appropriate subject matter expert is identified, a contract is negotiated and the expert develops a revised and/or extended syllabus. This syllabus is submitted to the Graduate Council (an internal advisory body composed of representatives from all departments in Graduate School, staff in the Dean's office and the Dean himself) for review and approval. Courses that recently underwent revision are OMDE603, OMDE604, OMDE606, OMDE607, OMDE608 and OMDE620. Minor revisions were made to almost all other courses based on student feedback and faculty suggestions.

### ***Regular faculty meetings to discuss review and revision***

As noted, MDE faculty meet regularly despite their geographic dispersion to discuss the MDE curriculum and pedagogical issues, engage in professional development and create community. This activity is supported by both partner institutions. The first program-wide faculty meeting was held in Frankfurt, Germany, in July 1999, the second was held in Oldenburg, Germany, in March 2001 in conjunction with the 20<sup>th</sup> ICDE World Conference; a third meeting for professional development was held in January 2002 in Oldenburg, and a fourth meeting was held in conjunction with the 8<sup>th</sup> Sloan-C Conference in Orlando in November 2002. The most recent program-wide faculty meeting happened in conjunction with The Third EDEN Research Workshop on "Supporting the Learner in Distance Education and E-Learning" in Oldenburg, March 4 - 6, 2004. Another MDE faculty meeting such as the one held in 2004 will take place in conjunction with the Fourth EDEN Research Workshop to be held in Barcelona in October 2006. Moreover, UMUC holds general faculty meetings twice a year and MDE faculty local to UMUC headquarters are able to attend in person. These meetings are also offered through webcasts for those faculty members unable to attend. MDE faculty members are able to discuss specific issues about the MDE program online, through a virtual classroom that exists for this purpose. In addition, both program directors are available as a resource for the program's faculty, independent of the institution for whom they teach either via email or telephone and either as a group or individually. Faculty have also collaborated and supported one another throughout the duration of the program.

### ***Program Director Meetings***

The MDE program was initially born from the relationship between the two first program directors (within the partner institutions) and much of its success is/was related to this relationship. This has been one of the strengths of the program and continues to this day. The program directors are in regular contact with one another via e-mail and telephone and organize periodic face-to-face meetings at least twice a year, thus enabling most problems to be resolved quickly and efficiently. It is the intent of both institutions to continue this type of relationship between the new directors, Dr. Stella Porto at UMUC and Dr. Thomas Huelsmann at Oldenburg University, to ensure a stable and ongoing relationship between the two organizations.

### **(b) Consistency of the Program Objectives with the Institution's Development and Quality Goals**

The Master of Distance Education degree program is designed for students who are or intend to be involved in the distance education enterprise within the educational, business, government, and not-for-profit sectors. In this rapidly expanding and evolving field, graduates of the program are prepared to engage in the planning, design, implementation, delivery, and support of distance education and training programs. Students learn to critically examine the design and delivery of distance learning programs from a variety of perspectives—as students, consumers, managers, planners, teachers, and scholars. As mentioned, the MDE program's mission, which emphasizes preparation and qualification of present and future managers and leaders of distance education, is consistent with that of the Graduate School (see PR1-1). The MDE program educates the multitude of new managers and future leaders necessary in the distance-education field. MDE graduates will have the vision, knowledge, and skills required to lead, and specifically, to meet the distance educational and training needs of today's organizations. They must be active advocates for distance education and training in their organizations and able to manage the significant change processes that will likely affect entire organizations. The program challenges students to critically engage in the fields of e-learning and distance education in order to understand the broader policy, regulatory, and social issues that arise in e-learning; to plan and manage e-learning programs and organizations; to select and implement technologies related to e-learning; to conduct and evaluate research; and to cost and budget e-learning systems in order to train and educate individuals in our society (see also UMUC Self-Study Report, 2006, p. 28-30 mentioned in PR1-1).

<b>PR2</b>	<b>Please provide an explicit target group description (document) including at least the socio-demographic characteristics, previous knowledge and experiences (subject matter expertise and use of e-Learning technologies), student motivation and learning abilities.</b>
------------	--

### UMUC Graduate Students

“UMUC’s graduate students are men and women who ... enhance the classroom environment with their knowledge, experience, and insight. While the student body has grown in number and diversity over the past 10 years, the majority of students still pursue their graduate education while working full-time. One major difference is that most now choose to study online and may never walk into a physical classroom or meet with the faculty face-to-face. In 1995, when the Graduate School faculty and staff made the choice to begin offering graduate degree programs online, it opened a world of opportunities never envisaged. These students who now come to the Graduate School’s classrooms via the Web have revolutionized the way faculty teach, staff provide services, and the organization allocates and manages resources” (UMUC Self-Report, 2006, p. 112).

UMUC offered its first online graduate course sections in 1994/1995. The number of online enrolments began surpassing 142,000 in the Academic Year (AY) 2005. The majority of degree-seeking students elect to study online and the number of students choosing to study online only increased from 73% (of the new degree seeking graduate students stateside) in Fall 2003 to 77% in Fall 2004. Trends for the online format for 2005 were projected to exceed 80%.

The Graduate School of Management and Technology, founded in 1978, serves working adults throughout Maryland, the surrounding region, and around the world. With more than 8,500 students and 300 faculty members stateside, it is one of the largest schools of applied management and technology in the region. The Graduate School offers 20 master’s degree programs, the Doctor of Management, and more than 40 certificate programs (UMUC, *Graduate School of Management and Technology Catalogue 2005–2006*, 2005).

### Stateside Demographics

The demographic profile and characteristics of the Graduate School student body help illustrate the population served. Women make up just over half of the graduate students (52 percent in fall 2004). Non-white students represent just over half (55 percent in fall 2004). Most students fall in the 25 to 44 age bracket (For details see Figures 17–19 in Chapter 3 of the UMUC’s Self-Report.) The average time to degree is just over three years. In the most recent student survey (spring 2004), almost 90 percent of UMUC graduate students indicated they were employed full-time while pursuing their graduate program, 61 percent indicated they were married, and 48 percent of the students reported having children.

### Demographic Data on MDE Students

#### Profile of Master's Degree Recipients

	Degree Year										All n	%	
	FY 2002		FY 2003		FY 2004		FY 2005		FY 2006				
	n	%	n	%	n	%	n	%	n	%			
<b>Gender</b>													
	Female	2	100	16	88.9	17	56.7	19	73.1	2	50	56	70
	Male			2	11.1	13	43.3	7	26.9	2	50	24	30
<b>Race</b>													
	Am Indian or Alaskan Native			1	5.6							1	1
	Asian or Pacific Islander			1	5.6			1	3.8			2	3
	Black, Non-Hispanic			2	11.1	5	16.7	6	23.1			13	16
	Hispanic					1	3.3					1	1
	Non-Resident Alien			1	5.6	2	6.7	1	3.8			4	5

	Other/Unknown			2	11.1	3	10			1	25	6	8
<b>Age</b>	White, non-Hispanic	2	100	11	61.1	19	63.3	18	69.2	3	75	53	66
	22-24	1	50									1	1
	25-29	1	50	1	5.6	3	10					5	6
	30-34			5	27.8	4	13.3	3	11.5	2	50	14	18
	35-39			2	11.1	8	26.7	3	11.5			13	16
	40-49			5	27.8	8	26.7	13	50			26	33
	50 And Over			5	27.8	7	23.3	7	26.9	2	50	21	26
	Total	2	100	18	100	30	100	26	100	4	100	80	100

		<b>Degree Year</b>											
		<b>FY 2001</b>		<b>FY 2002</b>		<b>FY 2003</b>		<b>FY 2004</b>		<b>FY 2005</b>		<b>FY 2006</b>	
		<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>Gender</b>	Female	1	50	29	67.4	54	74	48	64	31	75.6	11	68.8
	Male	1	50	14	32.6	19	26	27	36	10	24.4	5	31.3
<b>Race</b>	Am Indian or Alaskan Native			2	4.7			2	2.7				
	Asian or Pacific Islander			2	4.7								
	Black, Non-Hispanic			9	20.9	7	9.6	12	16	12	29.3	2	12.5
	Hispanic			2	4.7	2	2.7			1	2.4	1	6.3
	Non-Resident Alien	1	50	1	2.3	4	5.5	7	9.3				
	Other/Unknown					9	12.3	8	10.7	5	12.2	5	31.3
	White, non-Hispanic	1	50	27	62.8	51	69.9	46	61.3	23	56.1	8	50
	<b>Age</b>												
	25-29			4	9.3	8	11	5	6.7				
	30-34			8	18.6	15	20.5	4	5.3	14	34.1	3	18.8
	35-39			9	20.9	9	12.3	14	18.7	9	22	6	37.5
	40-49	2	100	13	30.2	14	19.2	31	41.3	7	17.1	1	6.3
	50 And Over			9	20.9	27	37	21	28	11	26.8	6	37.5
	Total	2	100	43	100	73	100	75	100	41	100	16	100

Notes: 1. Fiscal year consists of Summer, Fall and Spring semesters

e.g. FY 2001 = Summer 2000, Fall 2000, Spring 2001

2. FY 2006 is incomplete, contains only Summer '05 degrees.

3. Age is as of degree semester.

Source: Institutional Research and Accountability, 2006

### Enrollments and withdrawals in the MDE courses

Courses	2000	2001	2002	2003	2004	2005	2006
OMDE601	190 ./ 24= <b>166*</b>	185 ./ 22= <b>163</b>	145 ./ 19= <b>126</b>	150 ./ 30 = <b>120</b>	106 ./ 25 = <b>81</b>	124 ./ 29 = <b>95</b>	
OMDE602	24 4 <b>20</b>	79 11 <b>68</b>	65 9 <b>56</b>	56 12 <b>44</b>	57 12 <b>45</b>	52 9 <b>43</b>	
OMDE603	46 9 <b>37</b>	96 18 <b>78</b>	78 13 <b>65</b>	80 13 <b>67</b>	61 11 <b>50</b>	73 13 <b>60</b>	
OMDE604		54 6 <b>48</b>	48 3 <b>45</b>	30 1 <b>29</b>	42 3 <b>39</b>	27 3 <b>24</b>	
OMDE605	53 4 <b>49</b>	36 3 <b>33</b>	28 1 <b>27</b>	see OMDE608.			
OMDE606	12 1 <b>11</b>	50 7 <b>43</b>	24 2 <b>22</b>	51 2 <b>49</b>	43 8 <b>35</b>	25 4 <b>21</b>	
OMDE607		58 9 <b>49</b>	73 7 <b>66</b>	63 10 <b>53</b>	63 10 <b>53</b>	59 9 <b>50</b>	
OMDE608			22 4 <b>18</b>	37 1 <b>36</b>	32 3 <b>29</b>	30 4 <b>26</b>	
OMDE611		11 1 <b>10</b>	8 0 <b>8</b>	8 0 <b>8</b>	9 0 <b>9</b>	22 2 <b>20</b>	
OMDE614		11 2 <b>9</b>	8 0 <b>8</b>				
OMDE620				33 2 <b>31</b>	26 2 <b>24</b>	21 3 <b>18</b>	
OMDE621		24 1 <b>23</b>	35 1 <b>34</b>	28 1 <b>27</b>	9 1 <b>8</b>	33 2 <b>31</b>	
OMDE622			34 0 <b>34</b>	10 0 <b>10</b>	19 4 <b>15</b>	25 5 <b>20</b>	
OMDE623			75 8 <b>67</b>	48 6 <b>42</b>	31 4 <b>27</b>	25 2 <b>23</b>	
OMDE624	23 7 <b>16</b>	23 4 <b>19</b>	9 2 <b>7</b>				
OMDE625			6 0 <b>6</b>	11 1 <b>10</b>	5 0 <b>5</b>	8 2 <b>6</b>	
OMDE626			5 1 <b>4</b>	10 0 <b>10</b>	3 0 <b>3</b>	5 2 <b>3</b>	
OMDE631		14 0 <b>14</b>	17 3 <b>14</b>	10 0 <b>10</b>		9 0 <b>9</b>	
OMDE632				19 1 <b>18</b>	13 1 <b>12</b>	11 1 <b>10</b>	
OMDE690		1 0 <b>1</b>	13 1 <b>12</b>	22 1 <b>21</b>	36 2 <b>34</b>	20 0 <b>20</b>	
Total	348 ./ 49= <b>299</b>	642 ./ 84= <b>558</b>	690 ./ 74= <b>616</b>	666 ./ 81= <b>585</b>	555 ./ 86 = <b>469</b>	569 ./ 90 = <b>479</b>	
UNI OL	278 36= <b>242</b>	294 36= <b>258</b>	237 29= <b>208</b>	292 36 <b>256</b>	215 38 <b>177</b>	213 44 <b>169</b>	
UMUC	70 13= <b>57</b>	348 48= <b>300</b>	453 45= <b>408</b>	374 45 <b>329</b>	340 48 <b>292</b>	356 46 <b>310</b>	

\* Students who have Registered ./ Students who Withdrew = Finally Graded Students

Source: Institutional Research and Accountability, 2006



## Background Information on MDE Students

A survey conducted in the MDE program provides some data that addresses motivation, knowledge and experience they gained (N= 121 ).

### Student Motivation

- Virtually all of the respondents (93%) are enrolled in a *degree program* (rather than a certificate program -- 2 out of 121 respondents)
- Top reasons for enrolling in the degree program (*unaided*)
  - To receive a broader/better education (40%)
  - To get a better job (21%) or improve chances of getting a job (19%)
- Top reasons for enrolling in the degree program (*aided* answers)
  - *Learning/growing/job opportunities* are mentioned by two out of three respondents (between 62% and 69% checked these options) as the top motivation for enrolling:
    - This is a *rapidly growing field* and you want to be a part of it.
    - To learn *about e-learning technologies and delivery systems*.
    - It will provide you with *job/ career advancement* opportunities.
    - To learn about distance learning technologies and delivery systems
    - To learn about e-learning content design and production.
  - Most important factor in enrolling based on the aided list responses is the *job opportunities*.
  - Aided reasons for enrolling that received significantly fewer responses included (one-third or less chose these options):
    - To obtain professional certification.
    - You are moving into/hoping to move into a management position in this field.
    - You are changing careers.
    - A degree/certificate is required for employment in the field.

### Student Skills and Knowledge

- Respondents indicated that they wanted to *advance their skills and knowledge* in the following areas:
  - Curriculum and program development (63%)
  - Course and materials development and design (62%)
  - Adult education and learning (53%)
  - Course delivery and support (51%)
  - Program evaluation and revision (50%)
  - Technologies in DE (50%)
- Areas that respondents indicated are of *lesser interest in advancing their skills and knowledge* were:
  - Analysis and problem solving (25%)
  - Institutional and organizational design (27%)
  - Research design and implementation in DE (29%)

### Employment Background

- 80% of students have *prior teaching/training experience*
- 72% are currently *employed in the education/training field*.
- Most students currently *work in business* (22%), *colleges* (20%) or *universities* (18%).
- Most students are either *teachers* (42%) or *administrators* (16%) and have been in *education a median of 8 years* (39% have been 10+ years)
- *More than half* (59%) are currently in the *DE/e-learning field* and have been in this field for *a median of 4 years*
- Most of those in *DE are involved in content development* (69%), *administration* (51%) and *teaching* (51%).
- The *main interest* in pursuing the degree is *split between teaching* (31%) and *administration* (30%).
- Half of the students are members of professional organizations (54%)
  - Of those involved in organizations (31% belong to the ASTD – American Society for Training and Development).

### Technology Experience (*What type of technology background do UMUC students have that would tie to DE?*)

- *Most students feel they have a working understanding of IT and Internet technologies related to education/training* (87%).

- More than half feel that they have at least an “average” knowledge of web development (54%) and most feel it is important to have web development knowledge to be in the DE field (58% very important, 98% at least somewhat important).

### Educational Background

- One out of five (19%) students have at least a Master’s degree.
- Most started the MDE program after they earned their bachelor’s degree (71%)

(Source: Topline, 2005)

### Employment Information for 86 OMDE Students (UMUC Survey, May 2004)

#### Currently Employed

	Frequency	Percent	Valid Percentage	Cumulative Percent
Valid yes, full-time	67	77.9	77.9	77.9
yes, part-time	10	11.6	11.6	89.5
no, but I am seeking employment	4.7	4.7	4.7	94.2
no, and I am not seeking employment	5.8	5.8	5.8	100.0
Total	86	100.0	100.0	

#### Location of Employment

	Frequency	Percent	Valid Percentage	Cumulative Percent
Valid Maryland	25	29.1	34.7	34.7
Washington, DC	8	9.3	11.1	45.8
Northern VA/Suburbs of DC	4	4.7	5.6	51.4
Neighboring State (DE, NJ, PA, WV, and elsewhere in VA)	6	7.0	8.3	59.7
Other State	22	25.6	30.6	90.3
Other country	7	8.1	9.7	100.0
Total	72	83.7	100.0	
Missing	14	16.3		
Total	86	100.0		

#### Annual salary at current job

	Frequency	Percent	Valid Percentage	Cumulative Percent
Valid less than \$40,00	23	26.7	31.5	31.5
\$40,000-\$49,999	14	16.3	19.2	50.7
\$50,000-\$59,999	13	15.1	17.8	68.5
\$60,000-\$69,999	11	12.8	15.1	83.6
\$70,000-\$79,999	3	3.5	4.1	87.7
\$90,000-\$99,999	5	5.8	6.8	94.5
\$100,000 or more	4	4.7	5.5	100.0
Total	73	84.9	100.0	
Missing	13	15.1		
Total	86	100.0		

Source: Institutional Research and Accountability, 2006

<b>PR3-1</b>	<b>A document that includes the roles and individuals and identifies the responsibilities and duties for the identified roles. The document should convincingly show that the staff designing, managing, running and evaluating the programme (e.g. programme managers, authors, e-tutors, e-moderators, quality managers) are appropriately qualified for conducting their responsibilities.</b>
--------------	---

## **UMUC: Roles, Individuals and Responsibilities**

### **Graduate School of Management and Technology**

The Graduate School of Management and Technology is headed by the vice provost and dean of the Graduate School, who is assisted by two associate deans and other members of the dean's office staff. The current structure of the Graduate School includes five units: Management, Accounting, and Finance; Information and Technology Systems; Business and Executive Programs; Teacher Education; and the Doctor of Management.

### **Administrative Structure**

The Graduate School is the organizational body that develops, implements, and assesses the academic elements of the graduate programs at UMUC. Organizationally, the Graduate School falls under the purview of the Office of the Provost and Chief Academic Officer (UMUC, *Academic Affairs Organizational Chart*, 2005). The Graduate School is responsible for developing new graduate degrees and programs; establishing the design and structure of the programs, including setting and reviewing the program curriculum and completion requirements; staffing courses and maintaining classroom oversight; providing faculty support; and establishing and implementing academic policies. The administrative structure of the Graduate School remained much the same from 1996 to 2004, after which some changes were made to help facilitate communication, achieve some needed economies of scale, improve decision making, and ensure an equitable distribution of resources. Another major change that occurred at this time was a consolidation of seven departments to five. Three units are large academic departments that administer multiple programs organized around academic content and program design: Business and Executive Programs; Information and Technology Systems [*of which the MDE is a part*]; and Management, Accounting, and Finance. The programs administered by these three departments serve 95 percent of the graduate student population. The other two departments represent much smaller, specialized programs: Teacher Education and the Doctor of Management. A chairperson heads each of the five departments with associate chairs as appropriate based on size of the respective programs. The next level of academic administrative responsibility is that of the program director. Program directors are directly responsible for the curriculum, as well as for staffing and supervising faculty to teach the courses in their program (or other subset of a program). These individuals are really the heart of the enterprise. While the general day-to-day operation of each academic program is decentralized and the responsibility of the respective academic department, the Graduate School functions that affect all programs are centralized within the Dean's Office. They include

- Overall strategic planning
- Development and execution of the operational budget
- Management of student relations
- Approval and revision of academic programs
- Approval of senior faculty hires (chairs and associate chairs)
- Renewals and promotions of faculty (which are submitted first to the dean for review and recommendation, then to the provost for final approval)

### **Categories of Faculty**

As a teaching institution, UMUC has developed four categories of faculty (UMUC, *Policy 181.00 Faculty Appointment, Rank, and Promotion*, June 30, 2003).

#### **• Collegiate Faculty**

These full-time, ranked positions can have teaching as the sole responsibility or include administrative duties. Collegiate faculty with teaching responsibilities and no administrative responsibilities are hired on either 12-month or 9-month contracts renewable annually or in multi-year increments. Those contracts specify the number of courses the faculty member is obligated to teach within the 9- or 12-month period.

Collegiate faculty members who have administrative as well as teaching responsibilities are hired with contracts ranging from one to five years, with variable teaching loads.

- ***Adjunct Faculty***

Adjunct faculty are contracted on a course-by course basis. They are required to have at least a master's degree from a regionally accredited institution and professional experience; terminal degrees are always preferred.

- ***Professor of the Practice***

This faculty category is reserved for individuals who have attained regional, national, or international recognition of professional achievement. The ability to offer this position to a candidate is reserved to the provost.

- ***Librarian***

These full-time, ranked positions are responsible for providing library services and education. There are four ranks: librarian I, II, III, and IV. Each rank is equivalent to one of UMUC's fulltime collegiate faculty ranks. Librarian faculty members are hired with contracts ranging from one to five years, with variable teaching loads, depending on their job responsibilities. This category of faculty is reserved for individuals who have attained the terminal degree in library science, e.g., MLS.

## **The MDE Program**

The Master of Distance Education program was formally proposed to the Maryland Board of Regents (the governing board of the University System of Maryland) and subsequently submitted to the Maryland Higher Education Commission (the higher education regulatory agency of the State of Maryland) in 1999. The program was formally reviewed and approved at both levels.

In order to maintain its accreditation, UMUC must maintain a high set of standards for the training and certification of its faculty and staff. The Graduate School of Management and Technology requires that all of its faculty have at least a terminal degree (usually a Ph.D.) or clearly show an exceptional career record as a recognized expert in their discipline or field of work. This standard is upheld within the Master of Distance Education program, with 87.5% of the faculty having Ph.D.'s and all of the faculty having recognized expertise in the field of distance education and training and e-learning.

UMUC itself is one of the largest providers of distance learning in the higher education community within the United States and beyond. With over 140,000 web-based enrollments and an annual growth in the graduate school of over 10% per year, the faculty and staff at UMUC are highly experienced in e-learning and distance education management, student support, technology management, faculty training, course moderating and facilitation, etc. So, it is natural within this context, that the Master of Distance Education program's own faculty and staff have at least the same level of training and expertise as other UMUC faculty and are often involved in the assessment and implementation of new technologies.

One of UMUC's recognized assets/resources is that of faculty training. UMUC has developed a mandatory 5 week training course for all of its 2000 faculty for the use of its proprietary learning platform WebTycho. No faculty can teach online before completing this training.

Because UMUC's primary teaching methodology requires online learning technologies it systematically hires staff that either clearly have the requisite knowledge and skills or ensures that individuals are thoroughly trained. Similarly, because the subject matter in the MDE is essentially distance learning, its faculty come to the program with the requisite knowledge and skills. At the start of the program (2000-2003) additional support was provided to certain faculty to allow them to build the skills needed to work in the online learning environment. For a comparison on approaches at UMUC and Oldenburg in this first phase of the program see Brindley, J., Zawacki, O. & Roberts, J., 2003: Support Services for Online Faculty: The Provider and the User Perspective.

## **MDE Faculty and Staff**

**Dr. Tony Bates**, Professor of Research, Universitat Oberta de Catalunya/Spain; former Director, Distance Education and Technology, University of British Columbia/Canada, (Visiting Expert OMDE 606)

**Dr. Michael Beaudoin**, Professor (tenured), College of Arts and Sciences University of New England, Biddeford and Portland, Maine. Senior faculty in MS- Education (distance learning) program for .experienced teachers in Northeast US and overseas locations (Faculty OMDE 604 and OMDE 690)

**Dr. Zane Berge**, Associate Professor of Education, University of Maryland Baltimore County/USA (Faculty OMDE 621)

**Dr. Ulrich Bernath**, Director, Center for Distance Education at Carl von Ossietzky University of Oldenburg/Germany (Faculty OMDE 601 & OMDE 690)

**Dr. Jane Brindley**, Intake Coordinator, Centre for Psychological Services, University of Windsor/Canada (Faculty OMDE 608)

**Marie (Mauri) Collins**, D.Ed, (Faculty OMDE 607 and OMDE 623)

**Anne Foster**, Manager Special Projects and Director of the Innovation and Technology in Education Ventures (ITEV) Unit, The University of Sydney, Australia (Faculty OMDE 622)

**Ilene Frank**, Reference Librarian, University of South Florida (Faculty, OMDE 611)

**Dr. Inez Giles**, Adjunct Faculty University of Maryland University College (Faculty OMDE 607)

**Dr. Dr. h.c. (mult.) Börje Holmberg**, Former Rector, Private FernFachhochschule Darmstadt/Germany & Executive Director of the Institute for Distance-Education Research, FernUniversität Hagen/Germany as well as Professor Emeritus of Distance-Education Methodology, FernUniversität/Germany (Visiting Expert OMDE 601)

**Dr. Thomas Hülsmann**, MDE Program Director, Carl von Ossietzky University of Oldenburg/Germany (Faculty OMDE 601, OMDE 606, OMDE 625, and OMDE 626)

**Dr. Gila Kurtz**, Director of *Bar-e-Learn Center* at Bar-Ilan University, Israel, Elected member of the Steering Committee of the EDEN Network of Academics and Professionals (Faculty OMDE 603 and OMDE 631)

**Dr. Michael G. Moore**, Professor of Education, Editor of *The American Journal of Distance Education* and Founding Director of the American Center for Study of Distance Education, The Pennsylvania State University/USA (Visiting Expert OMDE 601 and OMDE 626)

**Dr. Som Naidu**, Research, Development and Evaluation -- Information and Education Services, The University of Melbourne, Victoria 3010, Australia, (Faculty OMDE 607)

**Dr. Dr. h.c. Hilary Perraton**, Research Associate of The Centre for Educational Research and Development (CERD) of the Von Hügel Institute at St Edmund's College, University of Cambridge; former Director of the International Research Foundation for Open and Distance Learning (IRFOL), Cambridge/UK (Visiting Expert OMDE 625)

**Dr. Dr. h.c. (mult.) Otto Peters**, Professor Emeritus of Distance-Education Methodology, Founding Rector, FernUniversität Hagen/Germany (Visiting Expert OMDE 601)

**Dr. Stella Porto**, Chair, Information and Technology Systems Department, Graduate School of Management and Technology, UMUC, MDE Program Director (Faculty OMDE 602 and OMDE 632.)

**Dr. Jim Rawson**, Webmaster and Adjunct Faculty UMUC, Faculty OMDE 623

**Judy Roberts**, President, Judy Roberts & Associates/Associés, Inc/Toronto, Canada (Faculty OMDE 602, OMDE 603 and OMDE 623)

**Dr. Eugene Rubin**, Former MDE Director, University of Maryland University College (Faculty OMDE 601, 602, 604, 607, 622, 690)

**Dr. Greville Rumble**, Professor, Open University/UK; Former Editor, *Open Learning* (Faculty OMDE 602 & Visiting Expert, OMDE 606)

**Dr. Robert Sapp**, Director of LeADS, Information Technology Unit, UMUC (Faculty OMDE 632)

**Merrily Stover**, Collegiate Professor University of Maryland University College (Faculty OMDE 604)

**Christine Walti**, Assistant Director Health Professions CPE, Anne Arundel Community College, Maryland, MDE graduate, (Faculty OMDE 601 and OMDE 608)

**Dr. Olaf Zawacki-Richter**, Senior Researcher, HfB - Business School of Finance and Management (Hochschule für Bankwirtschaft) Frankfurt a.M./Germany (Faculty OMDE 620)

### Demographic Profile of MDE/UMUC Faculty, Spring 2006

Total # of Faculty (including Visiting Experts)			Total # of Faculty (including Visiting Experts)		
<b>Gender:</b>			<b>Country of Residence/Origin:</b>		
Male	15	60%	US (1 Brazil & 1 Switzerland)	12	48%
Female	10	40%	Germany	4	16%
	<i>Total</i>	25 100%	Canada	2	8%
			UK	2	8%
			Australia	2	8%
<b>Ethnicity:</b>			Israel	1	4%
Native American	--	0%	Sweden	1	4%
African American	1	4%	Spain (Canada)	1	4%
Asian	1	4%			
Hispanic	1	4%		<i>Total</i>	25 100%
Other	1	4%			
Caucasian	21	84%			
	<i>Total</i>	25 100%			
			<b>Highest Degree:</b>		
			Doctorate	23	92%
			Masters	2	8%
				<i>Total</i>	25 100%

SOURCE: Faculty records UMUC/Faculty biographies at <http://info.umuc.edu/mde/>

<b>PR3-2</b>	<b>Please provide a reflection on the relevant expertise of the authors, e-tutors and e-moderators in terms of further individual education relevant to the programme, especially within the last two years, the amount of teaching activities (within the programme or in other similar programmes), work experience in the field of study and/or publications in the field of study.</b>
--------------	--

In addition to providing critical opportunities for extended student access, the MDE program – thanks to its asynchronous format - has also created a forum for furthering research and scholarship and created and assembled an international body of faculty members and visiting experts. Most of these are internationally recognized authorities in their field. They regularly publish books, articles and conference papers, present at international conferences and/or are invited to conferences as keynote speakers. They are editors of internationally renowned journals, members of editorial boards and editors of books and series of books on open and distance education, online and e-learning. They are members of professional associations in the field and of various expert groups. All these activities are an expression of their highly regarded expertise and at the same time provide a unique opportunity for their own continuous professional development.

Selected individual activities that are closely related to the teaching responsibility of the faculty/visiting expert in the MDE program will be listed below. Furthermore, the MDE convenes on at least a bi-annual basis for a MDE faculty meeting, of which 4 out of 5 have been linked to an international conference

event. Combining faculty meetings and attendance (and presentations) at international conference events is intended as a MDE-program-related professional development activity. The detailed list of contributions by MDE faculty at the 3<sup>rd</sup> EDEN Research Workshop in 2004 (see listed under references) shows the high level and wide range of professional engagement. The forthcoming faculty meeting will again take place in conjunction with the 4<sup>th</sup> EDEN Research Workshop in Barcelona in October 2006. A similar commitment of MDE faculty is planned and expected.

The 'visiting experts' concept embedded in the MDE is designed to bring distance education scholars, researchers, and practitioners into the online classroom to facilitate a course module or short-term discussion on their topics of expertise. Students read books and articles written by their visiting experts and then have the opportunity to directly interact with them online in class. This approach is important not only in ensuring that the program curriculum is informed by the latest developments in the field, but also in helping students broaden their interests, understand the importance of research, and make theory-to-practice connections.

MDE faculty have been editors of internationally renowned journals in distance education, written articles and books in their respective areas of expertise, and received awards for their work in the field.

One of the more significant outcomes of the MDE program has been the creation of a series of publications that directly support specific courses in the program, as well as contribute to the overall scholarship within the field of distance education. Oldenburg's Center for Research in Distance Education (*Arbeitsstelle Fernstudienforschung* or ASF) provides an edited series for the dissemination of research and scholarship primarily in the context of the MDE:

- Vol. 2 (Thomas Hülsmann), *The Cost of Open Learning: a Handbook*. This handbook is designed to help educational managers in using and implementing open and distance learning. It examines the comparative costs of various educational technologies based on eleven case studies from six European countries.
- Vol. 4 (Börje Holmberg), 2<sup>nd</sup> ed. *Distance Education in Essence. An Overview of Theory and Practice in the Early Twenty-first Century*. The author carefully looks into the character and applications of distance education, and presents a revised version of his much discussed overarching theory. Particular attention is paid to the innovative characteristics of distance education and the role of technology in today's practice, regarded as an auxiliary means that may serve educational purposes, not as important in itself.
- Vol. 5 (Otto Peters), 4<sup>th</sup> ed. *Distance Education in Transition*. The author examines exciting changes and promising innovations in distance education which emerge as a result of far-reaching societal changes and spectacular advances in information and communications technology. He widens and deepens his pedagogical approach to distance education and preserves the legacy of distance education in a new era.
- Vol. 6 (Ulrich Bernath & Eugene Rubin, Eds.), *Reflections on Teaching and Learning in an Online Master Program - A Case Study*. The book comprises thirteen articles contributed by the MDE program directors, faculty, and students from Canada, Germany, Sweden, and the U.S. The themes include institutional politics, program management, detailed cost analysis, student and faculty support, reflections on online and distance learners and learning behaviors, digital learning spaces, technologies, communication, facilitation, cooperation, and collaboration.
- Vol. 7 (Greville Rumble, Ed.), *Papers and Debates on the Economics and Costs of Distance and Online Learning*. This volume assembles some of the most important papers written by Greville Rumble over the past twenty years. The book is organized into three major parts: (i) economics of mass distance education, (ii) the debate on the competitive vulnerability of distance teaching universities, and (iii) the economics of e-learning.
- Vol. 8 (Michael Beaudoin), *Reflections on Research, Faculty and Leadership in Distance Education*. Through a series of essays on varied distance education topics authored over the past dozen years, each complemented by an epilogue, Beaudoin examines how leadership impacts trends in the field of distance education, suggests how the critical issues identified here might have changed, and looks at the role of leadership in response to new demands and opportunities.
- Vol. 9 (Jane Brindley, Christine Walti & Olaf Zawacki-Richter, Eds.), *Learner Support in Open, Distance and Online Learning Environments*. In this volume, active practitioners and leading authors discuss their ideas, research, and approaches in order to provide both those new to the field and experienced distance educators with a broad view of learner support concepts, practices,

and opportunities in open, distance, and online learning today. The book has four major sections: (I) visions and retrospectives: broad views of the history and future of learner support; (II) strategies for success: an examination of practice in a variety of contexts; (III) planning and management: issues and evolving practice; and (IV) keynote addresses: voices from leaders on vision, values, management, and research. The DVD which accompanies this book features the original recordings of all keynote speeches given at the 3rd EDEN Research Workshop.

- Vol. 10 (Thomas Hülsmann & Hilary Perraton, Eds.) *Educational Technologies for Distance Education in Developing Countries* (forthcoming 2006)
- Vol. 11 (Börje Holmberg), *The Evolution, Principles and Practices of Distance Education*. This book summarizes and updates the author's earlier writings at the same time as it pays attention to the evolutionary development of distance education. Basic concerns are how the constituent elements of distance education, i.e. subject-matter presentation and interaction, have been brought about at different stages in this history and what their character has been and is.

The MDE presently uses the following books from the ASF Series as required or recommended text within its courses:

- Foundations of Distance Education [Vol. 5, 6, 11]
- The Management of Distance Education 2: Leadership in D.E. [Vol 8]
- The Management of Distance Education 1: Cost Analysis [Vol 2, 7]
- Student Support in Distance Education and Training [Vol 6, 9]
- National and International Policies for Distance Education in Developing Countries [Vol 10]
- Technologies for Distance Education in Developing Countries [Vol 10]

Additional faculty research, presentations and publications are almost too many to list. Below are the most recent activities:

Tony Bates, visiting expert, OMDE 606:

- edited “Technology, E-Learning and Distance Education” by RoutledgeFalmer in 2005, which is used as a textbook in OMDE 606
- was awarded the Doctor Honoris Causa by the Open University of Catalonia, Spain in 2005
- was awarded the Honorary Doctor of Athabasca University (Canada) degree in 2004
- received the Medal of Merit from the University of Veracruzana, Xalapa, Mexico in 2004
- was awarded the Doctor of Social Sciences, Honoris Causa from the Open University of Hong Kong in 2004

Michael Beaudoin, faculty member for OMDE 604 and OMDE 690:

- published Perspectives on the Future of Higher Education in the Digital Age (Editor). To be published in late 2005. Hauppauge, NY: Nova Science Publishers, Inc.
- published a book chapter: “The impact of distance teaching and learning on higher education in the new century” Hauppauge, NY: Nova Science Publishers.
- presented “Leading Distance Education in the Digital Age” Distance Learning Administration Conference. Jekyll Island, GA. 2005. (opening keynote address).
- Presented “Reflections on seeking the ‘invisible’ online learner” Annual ACET conference. Orlando, FL. 2005. (invited lead panelist)
- Elected to: International Board of Standards for Training, Performance, and Instruction- a 15 member group of scholars and practitioners engaged in collaborative research, writing and other professional activities.

Zane Berge, faculty member for OMDE 621:

- published Brace, T. & Berge, Z.L. (2006). Strategic planning for distance training. In M. Khosrow-Pour (Ed.), *Encyclopedia of e-commerce, e-government, and mobile commerce*. Hershey, PA, USA: Idea Group Reference. pp: 1053-1057.
- published Buranapunsri, W. Jordan, R., & Berge, Z.L. (2006). Emerging knowledge management trends. In E. Biech (Ed.) *The 2006 Pfeiffer Annual: Training*. John Wiley & Sons, Inc.
- published Collins, M.P. & Berge, Z.L. (2006). Helping faculty help themselves: Design consulting for online teaching. In S. Garg, S. Panda, C.R.K. Murthy, and S. Mishra (Eds.) *Open and distance education in global environment*. New Delhi, India: Viva Books Private Limited.



- published Jordan, R., Buranapunsri, W., & Berge, Z.L. (2006). Sustaining Internet accessibility. In H. Rahman (Ed.) *Empowering marginal communities with information networking*. pp. 299-316. Hershey PA, USA: Idea Group Inc.
- published McDonough, K., & Berge, Z.L. (2006). PDAs: revolutionizing the way we learn and teach. *Turkish Online Journal of Distance Education (TOJDE)*, 7(2): Article 14. Retrieved March 31, 2006 from [http://tojde.anadolu.edu.tr/tojde22/pdf/article\\_14.pdf](http://tojde.anadolu.edu.tr/tojde22/pdf/article_14.pdf).

Ulrich Bernath, faculty member for OMDE 601 and OMDE 690:

- was re-elected member of the Executive Committee of EDEN, the European Distance and E-Learning Network in 2006
- published U. Bernath & W. Fichten (Eds.) (2006). *Psychologische Gesundheitsförderung für Fachkräfte im Gesundheitswesen. Implementierung, Transformation und Wirkung einer berufsbegleitenden wissenschaftlichen Weiterbildung*. Oldenburg: BIS-Verlag der Carl von Ossietzky Universität
- is a consultant at the Asian Institute of Technology (AIT), School of Management (SOM) on behalf of the GTZ for the "Implementation of E-Learning in MBA Programmes at AIT" since 2005
- is a member of the following editorial boards: The American Journal of Distance Education, European Journal for Open and Distance Learning (EURODL), Indian Journal of Open Learning, Asian Journal of Distance Education, International Review of Research in Open and Distance Learning (IRRODL).
- published Bernath, U. (2005). The online master of distance education and certificate in distance education programmes jointly offered by the University of Maryland University College and Carl von Ossietzky University of Oldenburg. In A. Hope & P. Guiton (eds.) *Strategies for Sustainable Open and Distance Learning*, World review of distance education and open learning: Volume 6, London/New York: Routledge Falmer

Jane Brindley, faculty member for OMDE 608:

- presented at the 2006 annual Maryland Community College Association for Continuing Education and Training (MCCACET) conference 'Dancing to the Rhythm of Change' as a keynote speaker on 'Dancing at a Distance', 17-19 May, 2006, Ocean City Maryland
- co-edited with Christine Walti (faculty for OMDE601 and OMDE608) and Olaf Zawacki-Richter (faculty for OMDE620) *Learner support in open, online and distance learning environments* (2004).
- contributed a handbook on "Researching Tutoring and Learner Support" to the Practitioner Research and Evaluation Skills Training (PREST) made available as an open source tool by the Commonwealth of Learning (2004)

Marie (Mauri) Collins, faculty for OMDE 607 and OMDE 623):

- Collins, M. & Berge, Z. (2006). Helping faculty help themselves: Design consulting for online teaching. In S. Garg, S. Panda, C.R.K. Murthy & S. Mishra (Eds.) *Open and Distance Education in Global Environment: Opportunities for Collaboration*. New Delhi, India: Viva Books Private Ltd.
- Collins, M. & Berge, Z. (2003). Using instructional design for faculty development in a post-secondary technology-enhanced environment. *Educational Technology: The Magazine for Managers of Change in Education* XLIII(6): pp. 21-27.

Anne Forster, faculty member for OMDE 622:

- published: Forster A., April, 2006. Positioning Massey University for the Future. A Report on e-Learning and Distance Education prepared for the Vice-Chancellor, Professor Judith Kinnear, Massey University, New Zealand.
- published: Degrees of Difficulty: A 360 Perspective on Globalisation, University Continuing Education Association, 91<sup>st</sup> Annual Conference, San Diego, April, 2006.
- presented: E-Learning Impact on the Organisation, Keynote Via Videoconference, Lustrum Conference: Spatial Information for Civil Society, International Institute for Geo-Information Science and Earth Observation, The Netherlands, December 15, 2005
- presented: Innovations and New Directions in ICT Developments, 10<sup>th</sup> East Asia and Pacific Regional Meeting of the World Bank Global Development Learning Network, Hanoi, July 11-13, 2005
- The South Pacific: Environmental Scan, contributing to COL's Strategic Planning 2006-2009, The Commonwealth of Learning, regional experts meeting, Vancouver, April, 2005

Ilene Frank, faculty member for OMDE 611:

- presented the Online workshop on Information Literacy Best Practices, May 16, May 23, and May 30 at 3 pm EDT with Susan Ariew and Drew Smith (<http://planning.tltgroup.org/ILBPMay2006/workshop.htm>)
- delivered a keynote address at the Technology, Colleges and Community (TTC) Worldwide Online Conference. This was a virtual conference managed by The University of Hawai'i Kapi'olani Community College, Honolulu, held from April 19-21, 2005.

Inez Giles, faculty member for OMDE 607

Börje Holmberg, visiting expert in OMDE 601:

- was invited as a guest speaker at The Open and Distance Learning Association of Australia (ODLAA) 2006 Conference
- published Holmberg, B. (2005). *The evolution, principles and practices of distance education*. Oldenburg: BIS-Verlag der Carl von Ossietzky Universität Oldenburg, which received the "Book of the Year 2006" award by the Forum Distance Learning and is used as a textbook in OMDE 601
- published Holmberg, B. (2003). *A theory of distance education based on empathy*. In M. Moore & W. Anderson (eds.): *Handbook of distance education*. Mahwah, New Jersey.

Thomas Hülsmann, faculty member for OMDE 601, OMDE 606, OMDE 625 and OMDE 626:

- published Hülsmann, T. (2006). *The costs of open learning: a handbook* (2nd. revised and extended edition). Oldenburg: BIS-Verlag der Carl von Ossietzky Universität Oldenburg (forthcoming)
- published Hülsmann, T. & Perraton, H. (Eds.), *Educational Technologies for Distance Education in Developing Countries*. (forthcoming)
- published Hülsmann, T. (2006). From Baobab to Bonsai: Revisiting methodological issues in the costs and economics of distance education and distributed elearning in W. J. Bramble & S. Panda, (Eds.), *Economics of distance and online learning*. London: Kogan Page (forthcoming).
- designed the 'Costing in Open and Distance Learning' CD-ROM, an open source tool made available through the Commonwealth of Learning in Vancouver/Canada in 2004
- was appointed to the editorial board the journal *Distance Education* in 2004

Gila Kurtz, faculty for OMDE 603 and OMDE 631:

- published Kurtz, G., Teeni, D., Mevarech Z & Neuthal, T. (2006). "The Experience of Implementing Instructional Technology in Israel Higher Education", In: M. Beaudoin (Ed.) *Perspectives on Higher Education in the Digital Age*, Nova Science Publishers
- is one of the 11 finalists for the 2006 UMUC Stanley J. Drazek Teaching Excellence and Teaching Recognition Awards
- published the chapter Kantor, J. Kurtz, G. & Teeni, D. (2005). "Learning Financial Accounting as a Fully Online Course", *E-Business Review*, 5.
- took part in the 2005 UMUC Center for Teaching and Learning Summer Faculty Leadership Institute on "Instructional Strategies and Learning Outcomes"
- co-authored Kurtz, G., Beaudoin, M. & Sagee, R. (2004). "From campus to web: the transition of classroom faculty to online teaching", *The Journal of Educators Online*, 1(1) Available at: <http://www.thejeo.com/>

Michael G. Moore, visiting expert in OMDE 601 and OMDE 626:

- published Editorials in *American Journal of Distance Education*: Globalization (2005) 19.4; Questions of culture (2006) 20.1; Faculty professional development: (2006) 20.2; Stages of Organizational Capability (2006) 20.3
- published Moore, M.G. & Kearsley, G. (2005). *Distance education: a systems view* (2<sup>nd</sup> Ed.). Belmont, Ca.: Wadsworth Publishing Company
- published Moore, M.G., Shattuck, K. & Al-Harhi, A. (2005). Cultures meeting cultures in online distance education. *Journal of e-Learning and Knowledge Society*. Milan, The Italian e-Learning Association Journal, Issue 1 - No. 2 - September 2005
- published Moore, M.G. & Anderson, W.G. (eds.) (2003). *Handbook of distance education*. Mahwah, New Jersey, Lawrence Erlbaum Associates" (in preparation 2<sup>nd</sup> edition, forthcoming 2007)

- Reflections on the concept of distance education".Keynote address to the symposium on the occasion of Rektor Otto Peters' 80th birthday. The FernUniversitaet, Hagen Germany. May 18<sup>th</sup>, 2006

Som Naidu, faculty for OMDE 607:

- Co-editor of Open and Flexible Learning book series published by the Taylor & Francis Group
- Journal Editor *Distance Education*, the international peer-reviewed journal of the Open and Distance Learning Association of Australia published by the Taylor & Francis Group).
- published Naidu, S., & Jarvela, S. (2006). Analyzing CMC content for what? *Computers and Education: Special Issue on methodologies and issues in researching CSCL*, 46, pages 96-103.
- published Naidu, S. (In Press). *E-Learning: A Guidebook of Principles, Procedures and Practices (2 Revised Edition)*. New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), and the Commonwealth of Learning.
- published Naidu, S. (In Press). Instructional designs for distance education. In M. G. Moore (Ed.), *Handbook of Distance Education* (2 Edition), Mahwah, NJ: Erlbaum.

Hilary Perraton, visiting expert in OMDE 606 and OMDE 625:

- was awarded the honorary doctorate (DUniv), Open University, England in 2005
- published Perraton, H. (2005). Michael Young and education. *Contemporary British History*, 19:3 (September)
- presented *Virtual higher education: some Commonwealth experience* at the SIF Colloque, *Les institutions éducatives face au numérique*, Paris 12-13 December 2005
- published Perraton, H. and Lentell, H. (Eds.) (2004). *Policy for open and distance learning*, London: Routledge (including self-authored chapters on 'Aims and purpose' and 'Resources')
- presented *Well trodden routes and mountains still to climb* the keynote paper for the Distance Education Association of Southern Africa biennial meeting, Maseru, Lesotho 17-19 September 2004

Otto Peters, visiting expert in OMDE 601:

- published Peters, O. (2004). *Distance education in transition. New trends and challenges* (4<sup>th</sup> ed.). Oldenburg: BIS-Verlag der Carl von Ossietzky Universität; translated into Spanish and Portuguese.
- published Peters, O. (2003). Learning with new media in distance education. In M. Moore & W. Anderson (eds.) *Handbook of distance education*. Mahwah, New Jersey, Lawrence Erlbaum Associates.

Stella Porto, faculty member for OMDE 602 and OMDE 632:

- presented *The challenge of managing technology adoption and innovation in online teaching and learning*. at the Distance Learning Administration Conference, June4-7, Jekyll Island, GA., 2006.
- presented *Synchronous conferencing within UMUC online classrooms* at the Maryland Distance Learning Association Spring Conference. March 7-8, 2006, MD
- wrote a book review on "An administrator's Guide to Online Education" by Kaye Shelton & George Saltsman (to appear in the September'06 edition of *The American Journal of Distance Education*).
- presented with Eugene Rubin What is a distance educator? at the Maryland Distance Learning Association Spring Conference, March 2-4, 2005., MD
- published Porto, S. & Aje, J. (2004) A framework for operational decision-making in course development and delivery. *Online Journal of Distance Learning Administration*. Summer 2004 - Volume VII, Number II (This paper was awarded Best paper in the Distance Learning Administration Conference 2004.)

Jim Rawson, faculty member for OMDE 623:

- presented "*Providing Computers and Online Access for the Technologically Disadvantaged: Designing for Success with Available Resources*" and "*Technique over Technology: Using Bricolage to Enable Online Participation for Technologically Disadvantaged Populations*" at the EISTA 2004 International Conference on Education and Information Systems: Technologies and Applications Conference in Orlando, Florida.

- presented *Providing Computers and Online Access for the Technologically Disadvantaged: Designing for Success with Available Resources* at the EISTA 2004 International Conference on Education and Information Systems: Technologies and Applications, Orlando, Florida.
- presented *Technique over Technology: Using Bricolage to Enable Online Participation for Technologically Disadvantaged Populations* at the EISTA 2004 International Conference on Education and Information Systems: Technologies and Applications, Orlando, Florida.
- presented *'Lotext': a Simple Tagging System for Promoting Interactivity, and Browsability of Text-Only Email and Other Text Products* at the SALT 2003 Interactive Technologies Conference, Arlington, Virginia.

Judy Roberts, faculty member for OMDE 602, OMDE 603 and OMDE 623:

- published Roberts, J., O'Sullivan, J., & Howard, J. (2005). The roles of emerging and conventional technologies in serving children and adolescents with special needs in rural and northern communities. *Journal of Distance Education/Revue de l'éducation à distance*, 20(1), 84-103.
- published Schachter, L., Pence, A., Zuckernick, A., & Roberts, J. (In press). Distance learning in Africa: From brain drain to brain gain. In M. Beaudoin (Ed.), *Perspectives on the future of higher education in the digital age*. Hauppauge, NY: Nova Science Publishers, Inc.
- published Brindley, J., Zawacki, O., & Roberts, J. (2003). Support services for online faculty: The provider and the user perspectives. In U. Bernath & E. Rubin (Eds.), *Reflections on teaching and learning in an online Master Program* (pp. 137-165). ASF Series, 6. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.
- is a member of the following editorial boards: Distance Education Open and Distance Learning Association of Australia; International Review of Research in Open and Distance Learning, Athabasca University, Alberta (and consulting editor); Journal of Distance Education/Revue de l'éducation à distance, Canadian Association for Distance Education/L'association canadienne de l'éducation à distance; and The American Journal of Distance Education, Lawrence Erlbaum Associates, Inc.

Eugene Rubin, former MDE Program Director, faculty member for OMDE 601, OMDE 602, OMDE 604, OMDE 690:

- presented 'What is a distance educator?' with Stella Porto at the Maryland Distance Learning Association Conference (MDLA) in March 2005
- published Rubin, E., Bernath, U., & Parker, M. (2004), *The master of distance education program: A collaboration between the University of Maryland University College and Oldenburg University*. Journal of Asynchronous Learning Networks (JALN), Volume 8:3.
- published Bernath U. & Rubin, E. (2003). Reflections on teaching and learning in an online master program: A case study (Eds). Bibliotheks- und Informationssystem der Universität Oldenburg: Oldenburg.

Greville Rumble, faculty member for OMDE 602 and visiting expert in OMDE 606:

- published Rumble G. (ed.). (2004). *Papers and debates on the economics and costs of distance education and e-learning*. Oldenburg, Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg (which is used as a textbook in OMDE 606)
- published Moran, L., & Rumble, G. (eds.). (2004). *Vocational training through distance education: A policy perspective*. London, RoutledgeFalmer.
- published Rumble, G. (2003). Modelling the costs and economics of distance education. In Michael Moore and William G. Anderson (eds.): *Handbook of distance education*. Mahwah, New Jersey, Lawrence Erlbaum Associates.
- published Rumble, G. (2003). Management of resources. In Santosh Panda (ed.): *Planning and management in distance education*. London, Kogan Page.
- published Rumble, G., & Latchem, C. (2003). Organisational models for distance and open learning. In H. Perraton and H. Lentell (eds): *Policy for open and distance learning*. London, RoutledgeFalmer.

Dr. Robert Sapp, Director of LeADS, faculty member for OMDE 632

Merrily Stover, faculty member for OMDE 604:

- published *Access Issues and the Current Practice* at the University of Maryland University College. In *Elements of Quality Online Education: Practice and Direction*. Edited by John Bourne and Janet C. Moore. Needham, MA. Sloan Center for Online Education. Volume 4 in the Sloan-C Series. 2003.
- received the Stanley J. Drazek Teaching Excellence Award 2006

Christine Walti, faculty member for OMDE 601 and OMDE 608 (and a graduate of the MDE program):

- co-presented at the Maryland Distance Learning Association (MDLA) and the Maryland Community College Association for Continuing Education and Training (MCCACET) conferences in 2006 in Maryland on Quality Matters and Assurance with regard to vendor courses used in Continuing Education.
- co-edited with Jane Brindley (faculty for OMDE601 and OMDE608) and Olaf Zawacki-Richter (faculty for OMDE620) *Learner support in open, online and distance learning environments* (2005). The following MDE faculty, students and alumni contributed to the book as well: Som Naidu (faculty for OMDE607), Lisa George (MDE graduate), Ilene Frank (faculty for OMDE611), Ellen Blackmun (MDE graduate), Phyllis Thibodeau (MDE student), Linda Smith (MDE graduate), Kristen Drago (MDE graduate) and Thomas Hülsmann (faculty for OMDE601, OMDE606, OMDE625 and OMDE626).
- completed the Portfolio Tutorial for the MDE program to support students in the development of their portfolios for OMDE690
- presented to the Austrian ePortfolio Forum 2005 on the experiences learners have with the Portfolios in the MDE program and the measure taken to support students (in German)
- presented at the CADE/This is IT Conference in Toronto in 2004 on “Web-based Portfolios and Learning Journals – Increasing Effectiveness in Innovation”

Olaf Zawacki-Richter, faculty member of OMDE 620:

- published Zawacki-Richter, O. (2005). Online faculty support and education innovation – A case study. EURODL, the European Journal of Open, Distance and E-Learning.
- published Zawacki-Richter, O. (2005). Organisationsstrukturen für e-Learning Support: Eine Analyse aus internationaler Sicht. In D. Euler & S. Seufert (Hrsg.), *ELearning in Hochschulen und Bildungszentren*. München: Oldenbourg.
- Co-edited „Kompetenzkapital“, a book published by Studienverlag Innsbruck
- Was a member of the International Review Panel of the 4th World Conference on Mobile Learning in Cape Town/South Africa), October 25-28, 2005
- co-edited with Brindley, J., Walti, C., & Zawacki-Richter, O. (2004). *Learner support in open, online and distance learning environments*, Oldenburg: BIS-Verlag der Carl von Ossietzky Universität Oldenburg

Detailed information about individual faculty achievements are made available in the biannual MDE Newsletters, which can be found on the MDE Program homepage at <http://info.umuc.edu/mde/>

## ***Pedagogy***

<b>PE1</b>	<b>Please provide a document (or documents) containing programme’s learning objectives following an appropriate structure and granularity.</b>
------------	--

The 36-credit MDE curriculum consists of 7 core courses and 4 elective courses, with the additional requirement of a final integrative project. The MDE curriculum is intentionally structured to provide students with both breadth and depth in the field of study. When UMUC and Oldenburg faculty first joined together to design the program curriculum, they decided that an appropriate balance should be sought between the pedagogical, technological, and economic aspects of distance education, and the broader theoretical, historical, and social views of this field. In this respect, the program curriculum seeks

to position the evolving role of distance education within a larger societal framework. Whereas many related graduate-level programs may focus more narrowly on instructional design and development, educational technology, or administrative and management issues, the MDE takes a more multidisciplinary approach by seeking to integrate each of these subject areas. Indeed, as the program has matured, it has moved closer to a focus on leadership, which requires such a multidisciplinary approach.

MDE courses are structured as graduate-level online seminars in which students and faculty are immersed in the literature, research, and scholarship from major contributors in the field of distance education. Students are challenged to critically analyze the concepts and issues they encounter in their readings and to apply their own professional experiences in their class discussions. Several MDE courses have also incorporated the “visiting experts” model, designed to bring distance education scholars into the classroom to facilitate modules or short-term discussions. This model and other related models are further elaborated in the chapter “Experiencing a New Paradigm - Elements, Aspects, and Structure of Selected Courses in the MDE Program” (Walti, 2003).

The syllabi already developed for 18 MDE courses in the program are available at the following URL: <http://info.umuc.edu/mde>.

**The MDE program curriculum and Course Objectives** are as follows (all courses are three credits):

**Core Courses (Required):**

**OMDE 601 Foundations of Distance Education**

The goal of the course is to provide students with a foundation of the knowledge, skills, and attitudes that are required by a competent practitioner of distance education. Students explore the critical concepts and issues identified in the distance education literature and critically examine the history, principles, theoretical approaches and institutions of the field. The course has been developed by Ulrich Bernath (Germany) and Eugene Rubin (U.S.) in collaboration with Börje Holmberg (Sweden) and Otto Peters (Germany). This course must be taken in the first term the student is enrolled in the program. It has been revised and is taught by Thomas Hülsmann (Germany), Christine Walti (U.S./Switzerland) and visiting experts Börje Holmberg and Otto Peters.

Students will learn to:

- Identify the characteristics of distance education;
- outline the history of distance education from its early beginnings to today's IT-based practices;
- Specify a series of methodological issues relevant to distance education;
- understand the pedagogic structure of distance education and its relevant elements;
- Reflect on institutional aspects in distance education.
- Analyze the impact of digitization on the pedagogical structure of distance education.

**OMDE 602 Distance Education Systems**

The functions of distance education within the organizational structure of educational institutions, businesses, non-profit organizations and government are examined. Students analyze operational, logistic, and regulatory systems within distance education and training organizations. A range of theories pertaining to systems in general, systems in education, systems needs in distance education, and systems approaches to organizational development are introduced. This course was developed by Eugene Rubin and recently redesigned by Judy Roberts and Greville Rumble.

Students will:

- Discuss the issue of educational reform vs. radical change in relationship to existing educational systems.
- Analyze an (distance) education system by using criteria obtained from the readings for good educational systems
- Research and review distance educational initiatives/institutions in a variety of regions throughout the world.
- Define and analyze the concept of "open" education and will compare that concept to a number of institutions throughout the world.

- Investigate a variety of new and emerging organizational and business structures for the delivery of distance education throughout the world, and will compare and contrast these organizations to existing "traditional" distance education organizations.
- Analyze the changes in traditional distance institutions that are occurring as a result of changing marketplaces and competition.
- Compare and contrast models that are appropriate for describing organizational structure and function.
- Develop a comprehensive list and definitions of the primary organizational functions / departments / processes within a typical distance education / training organization.
- Analyze and display graphically the organizational structures and functions of distance education institutions, showing appropriate interactions among functions and between the student and the institution.
- Define and discuss the issue of quality in distance education.
- Discuss and describe three possible futures of distance education institutional development.

### **OMDE 603 Technology in Distance Education**

This course explores the role of technology in the design, development, and delivery of distance education. Students critically examine the relationship between technology and the goals of the educational/training organization. Various uses of technology are explored in the areas of course development, asynchronous and synchronous distance course delivery, and management/administration. The relationship of information technology and distance education is explored, and special emphasis is placed on computer-based technologies. This course was developed and is taught by Judy Roberts (Canada) and Gila Kurtz (Israel).

Upon completing this course, students will be able to

1. Describe the history and terminology related to media and technology in DE.
2. Analyze the range of technologies used in the design, delivery, management and support of DE.
3. Critique distinct technology applications.
4. Apply the conceptual framework of the SECTIONS model.
5. Justify the appropriate selection of generic technology (ies) that support broad organizational goals.
6. Evaluate new developments in online educational technologies.
7. Discuss future issues relating to the uses of technology in DE

### **OMDE 606 Management of Distance Education 1: Cost Analysis**

The course places the economics of distance education in the larger context of economics of education. It explores the reasons for the historically unprecedented demand for education and the rationale for governments and individuals to invest in education. It provides the basic concepts of cost-analysis using interactive spread-sheets for modeling cost implication of media choice under varying assumptions. Institutional cost-effectiveness analysis is often linked to media choice, and the cost-structure of the media used. The emergence of more interactive media and their use in distance education tends to erode some of its scale economies. In a final step options are discussed to recover some of the lost efficiencies. The course has been developed by Thomas Hülsmann (Germany); it is taught by Thomas Hülsmann with visiting experts Greville Rumble (U.K.) and Tony Bates (Canada/Spain). The title of this course was changed in Spring 2003. Before that it was OMDE 606 Economics of Distance Education.

Upon completing this course, students will:

- Analyze the current focus on IT and computer-based technologies from a broad historical and social context, and demonstrate knowledge of the range of terminology and values applied to technology in distance education.
- Describe the range of technologies used in the design, development, delivery, evaluation and management of distance learning and understand the policy and practical implications of applying them in their own work.
- Understand the role(s) of technology in student support services and the institutional/organizational structures involved in providing such services.

- Link the application of technology to institutional/organizational goals and understand how to select and use technology to support institutional/organizational and learner goals in distance and campus learning.
- Defend their views on trends in emerging technologies in distance education, especially computers.

### **OMDE 604 Management of Distance Education 2: Leadership in D.E.**

This course introduces students to the organization, management, and administration of distance education systems. Specific issues include roles (both traditional and unique), leadership, human resource management, employee relations, the role of information technology, student support services, faculty/staff development, inter-institutional collaboration, funding, delivery systems, and policy. Both the education and business environments are explored in this course, and students gain an understanding and skills that allow them to function effectively in either type of organization. This course was developed and is taught by Michael Beaudoin (U.S.).

Upon completing this course, students will:

- Acquire knowledge of the systems approach as applied to human and organizational behavior.
- Identify the role of personality and perception in affecting behavior in organizations.
- Critically examine traditional and contemporary approaches to work motivation.
- Acquire knowledge of the systems approach as applied to human and organizational behavior.
- Recognize the role of groups in organizations and how they impact performance.
- Review the current state of knowledge with respect to leadership and leadership styles.
- Examine the important variables in individual and group decision making and problem solving.
- Know the pervasiveness and importance of communication in all aspects of the organization's functioning. Evaluate a number of different approaches to job and organizational design.
- Examine contemporary issues and approaches to organizational change and development.
- Relate all of this to our own setting and apply new knowledge and skills to advance Distance Education and Training in leadership roles in the digital age

### **OMDE 607 Instructional Design and Course Development in Distance Education**

This course examines the process of instructional design and development in a distance education and training context. Students critically evaluate the relationship between instructional design and technology. Various models of instructional and course development are considered (e.g., large vs. small scale course development, centralized vs. decentralized course development, individual faculty/author vs. team course development). Students apply the instructional development process by developing a small instructional unit. Special emphasis is given to web-based instructional design and delivery. This course was developed by Eugene Rubin and Inez Giles (U.S.). And is also taught by Som Naidu (Australia).

By the end of this course students should be able to:

- 1) identify the major components of the ISD process;
- 2) develop goals and objectives appropriate to an online classroom;
- 3) explain the constructionist approach to course development;
- 4) develop assessment criteria for the online classroom;
- 5) identify and discuss criteria for media and delivery systems for online classes;
- 6) develop a comprehensive plan for managing the Course Development Process;
- 7) discuss the pitfalls and issues in course development effort;
- 8) demonstrate mastery of course development concepts through development of prototype module.

### **OMDE 608 Student Support in Distance Education and Training**

This course focuses on the role of learner support and interaction within modern distance education and training systems. Learner support is broadly defined to include all types of tutorial and instructional assistance including mentoring, peer support, and teaching, as well as a broad range of other services such as orientation, information, advising, counselling, and remedial and study skills assistance. As well, the role of the library and administrative services such as admission, registration, prior learning assessment, and credit coordination will be addressed. Students in OMDE 608 will also explore issues such as



decentralization of services, responding to student attrition, the importance of evaluation and applied research, the development of online learner support, serving learners with special needs, and professional development for practitioners. In the last unit of the course, students will be introduced to the many contextual factors which determine the development of a particular learner support model, and will have the opportunity to work in a team to custom design learner support services for an educational or training provider. The course was developed by Jane Brindley (Canada) and Alan Tait (UK) and is taught by Jane Brindley and Christine Walti. (This course was OMDE624 until Spring 2002.)

At the end of this course, students should be able to:

1. Explain the rationale for learner services in modern distance education and training.
2. Describe the various learner support functions.
3. Critically analyze issues in the provision of learner support.
4. Identify the contextual factors which determine a learner support model.
5. Apply particular contextual factors to planning for learner support.
6. Develop a plan for the introduction of learner services in a distance education or training system, including selection of components and delivery methods.
7. Develop a professional development plan for a particular learner support system.
8. Recommend a management strategy for learner support in a particular system.
9. Develop an evaluation plan for learner support activities in a particular system.
10. Critically evaluate and use applied research results in planning learner support services.

### **Electives (students choose four):**

#### **OMDE 611 Issues in the Delivery of Library Services to Distance Students**

An overview of the design and delivery of library services and education to distance education students is provided. The course reviews the types of distance technologies used and how the library can be integrated into the delivery of courses in a variety of formats. In addition, this course covers methods for developing and evaluating library instructional materials, primarily in web-based formats, to teach distance education students library research skills. This course was developed and is taught by Ilene Frank (U.S.).

Students will gain knowledge about

- accreditation and standards for library services in distance learning
- issues of administration for library services for distance learners
- types of electronic resources for distance learners such as electronic books, electronic journals, etc.
- services for distance learners: reference, electronic reserve, bibliographic instruction, etc.
- delivery methods supporting services and resources for distance learners

#### **OMDE 614 Intellectual Property and Copyright**

This course provides an overview of intellectual property issues that impact digital distance education. As both creators and users of copyrighted information, educators are affected by the rules surrounding ownership and use of information. Most distance educators are not aware of the implications of copyright law and digital delivery of materials and make preventable mistakes. This course gives educators a general framework for addressing issues such as ownership of electronic course materials, determining whether a work is in the public domain, proper use of copyrighted works at a distance and licensing mechanisms and processes. Prevention of plagiarism in the digital environment is also addressed. Finally, participants will discuss whether recent legislation that has amended the Copyright Act of 1976 achieves the goal of advancing knowledge and learning. This course was developed and is taught by Kim Bonner (U.S.).

Upon completing this course, students will be able to:

1. Identify the constitutional framework and philosophical underpinnings of intellectual property considerations, especially in a higher education environment;
2. Describe key copyright law principles and their application to both face-to-face and online educational environments;
3. Analyze how to maintain an appropriate balance between the interests of copyright proprietors and users of copyrighted materials in electronic and online environments;
4. Develop legal, policy, and ethical solutions to the dilemmas posed by digital course materials;

5. Anticipate future legislative directions and the role of education and advocacy in advancing educational objectives.

### **OMDE 620 Learning and Training with Multimedia**

This course focuses on the design and evaluation of multimedia learning and teaching environments in higher education settings as well as corporate training contexts. Multimedia is broadly defined as learning from verbal and visual material. Students are introduced to principles of multimedia design based on cognitive theories and constructivist approaches to learning. As well, pedagogical aspects of technological innovations in distance education, promises and pitfalls of multimedia learning, media selection, and computer-supported collaborative work (CSCW) will be addressed. Students in OMDE 620 explore the characteristics, possibilities and limits of various multimedia products that are provided online. Based on this hands-on experience approaches, methods, and criteria for the evaluation of multimedia environments are introduced and will be applied to the examples. In the last part of the course, students are exposed to further case studies and develop their own concept for a multimedia project. The course succeeds to the former OMDE605 New and Emerging Media in Distance Education course. It has been revised by Olaf Zawacki (Germany), and is taught with visiting expert Tom Brown (South Africa).

At the end of this course, students should be able to:

- define learning with multimedia.
- describe the development of media in the history of DE as a function of interaction and independence.
- identify the basic psychological processes involved in multimedia learning.
- outline the basics of sensation and perception in processing multiple media.
- explain the rationale of multimedia design principles.
- identify the opportunities for learning and teaching that multimedia learning affords.
- develop criteria for the evaluation of multimedia applications.
- apply these criteria and critically analyse various multimedia products.
- develop a proposal for a multimedia project.

### **OMDE 621 Training at a Distance**

This course examines the role of distance training in business, non-profit, and government organizations. Students explore a wide variety of issues, problems, and solutions in the areas of: web-based training, the economics of distance training, distance technology in the business organization, synchronous vs. asynchronous interactive tools, collaborative and problem solving tools, authoring tools, insourcing vs. outsourcing, and the role of multimedia in distance training. Specific emphasis is given to the concept of the Corporate Virtual University and its design and operation. This course was developed by Greg Kearsley (U.S.) and is taught by Zane Berge (U.S.).

The goals of the course are to provide the student with an understanding of contemporary issues in the use of technology for training.

After completing this course, students will be able to:

- explain what e-Learning is and how it relates to other forms of distance and classroom learning
- discuss the benefits and disadvantages of e-Learning
- describe the economics of e-Learning
- outline the organizational issues associated with e-Learning
- describe the e-Learning business
- discuss the role of collaboration in e-Learning
- describe the significance of virtual corporate universities
- develop an e-Learning plan

### **OMDE 622 The Business of Distance Education**

Distance Education/Training is emerging within a highly competitive environment. Not only does the manager need to know about cost effectiveness issues, but he/she also is often responsible for such issues as marketing (local, national, and, increasingly, world-wide), insourcing vs. outsourcing, balancing the strong entrepreneurial focus of distance education within more traditional service-based organizations, and whether the distance education unit should be integrated or self-supporting. The course includes emphasis on the development of business and marketing plans and the use of common business analysis tools. In addition, students explore the rapidly expanding role of private and publicly traded education

companies that are marketing new distance education products and services to the consumer market. This course was developed and is taught by Eugene Rubin (U.S.) and Anne Forster (Australia).

By the end of the course students should have achieved

1. an understanding of the scope of the distance education industry by carrying out an environmental scan;
2. the ability to use value chain analysis to identify key stakeholders, products, suppliers and customers, in the emerging business models of the distance education industry;
3. ability to identify the basic components of a business model demonstrated by analysing the business model of their own firm or organisation;
4. a high level of appreciation of the link between market knowledge and product design
5. the capacity to analyse the key drivers in the global environment and local context for education and training that are shaping the global distance education industry
6. an understanding and ability to monitor the international and regional agenda, agreements and trade policies that impact distance education businesses
7. the ability to recognise within a value chain framework, the importance of partnerships and their effective management
8. a broad understanding of the factors which influence the viability of businesses in this industry
9. a capacity to explain the operational issues in managing consortia and be able to explain the reasons for failure and success by referring to cases
10. the recognition of professional practice as a question of applied ethical behaviour within a given context
11. the ability to describe and discuss the role of the distance education professional in influencing decisions relating to quality and business practice .

### **OMDE 623 Web-Based Learning and Teaching and The Virtual University**

The Virtual University is a new concept that has recently evolved as a result of the emergence of the World Wide Web as a means of delivering higher education. This course covers the brief history, definitions, and implementations of the concept of the Virtual University in higher education, government and business. The rapidly evolving literature of web-based learning is explored, with special emphasis placed on web-based pedagogy and course design. In addition, the impact of web-based technologies is discussed. Students begin developing web-based learning environments and use web-based communication tools. This course is taught by Jim Rawson (U.S.)

Students will be able to

- Articulate a reasoned discussion on one of six contextual processes occurring as a result of the emergence of web based teaching and learning (Globalization, History, Culture and Inclusiveness, Academic Integrity, and the Digital Divide).
- Be familiar with 4 major theories explaining cyberspace environments, as compared to the natural and social worlds (Systems Theory, Film theory, Phenomenology and Cultural Studies)
- Provide arguments for the decision making in the selection of one of five Courseware platforms (Blackboard, WebCT, Learning Space, Prometheus, and Web Tycho).
- Report at least 3 major characteristics of any of 5 theories explaining learning and behavioral patterns of students and internet users.
- use the ADDIE model to write a Syllabus for a course of their own choice
- Students will apply design and development principles to elaborate the first Module of the course of their choice.
- Publish in Web Tycho or other platform provided by them, the Syllabus and one Module of the course of their choice, planned for an international audience

### **OMDE 625 National and International Policy for Distance Education in Developing Countries**

This course is an exercise in stocktaking, examining the purposes for which distance education has been used in developing countries and determining how successful it has been. It starts with an examination of the worldwide historically unprecedented demand for education and analyzes the reasons for it. Especially it looks at the issue of the relation between education and development. An overview of open and distance learning in the developing world is provided and conceptual models are used to make informed choices among options as a manager, policy maker, practitioner, or advisor. The roles played by international agencies are analyzed, including bilateral and multilateral funding agencies, the UN family, regional bodies, and the specialist agencies. Typologies are developed and used in order to examine the

advantages and disadvantages of a range of organizational models for distance education at various educational levels, relating to audience, educational purpose, and choice of technologies. This course was developed and is taught by Thomas Hülsmann in collaboration with Hilary Perraton (UK).

Within the context of this course students will:

- Revisit the discussion of development, review the various views of the role of education for development, and discuss the reasons for using distance education in developing countries.
- Examine and categorize the variety of uses of open and distance learning, identify the purposes for which distance education is used in various countries, and relate the characteristics of the diverse audiences of distance education to program design.
- Identify the major international agencies and examine their role in shaping policy and implementation, and discuss the achievement and promise of international cooperation.
- Compare and contrast organizational models with a view to relating educational needs to appropriate design, look at the role of e-learning and corporate universities in the context of developing countries, develop criteria for choice of appropriate institutional models, develop criteria for choice of technologies taking into account the specific conditions in developing countries, and define circumstances that allow beneficial collaboration.
- Develop a schema for selection of evaluation methodology, use cost-effectiveness analysis for the analysis of distance education projects in developing countries, and make judgments about strengths and weaknesses of the use of distance education in developing countries.

### **OMDE 626 Technologies for Education in Developing Countries**

This course explores the changing context of distance education in developing countries under the conditions of globalization. Globalization is associated with a set of policies and the revolution in information and communication technologies. This has consequences for the content of education (e.g. relevance of curricula) and for the format of delivery. Consequently, the course examines the range of educational technologies that assist in reaching various off-campus audiences. While print and broadcasting solutions are included in the considerations, special emphasis is given to the new digital technologies (computers, computer networks, satellites). However, given the scarcity of resources in developing countries it is vital to examine the infrastructure pre-requisites (e.g. e-readiness) as well as the educational purposes, cost and sustainability of computer-based technologies. Various emerging organizational models are examined (e.g. telecenters, computers in schools, schoolnets, virtual universities). Finally, the increasing role of the private sector and cross-border providers ('borderless education') is included in the discussion. The course was developed by Thomas Hülsmann and is taught in collaboration with Michael Moore (USA).

Within the context of this course students will:

- Analyze key concepts such as information of knowledge society and globalization
- Identify the main elements of the global information infrastructure and map the cybergeography of the digital divide
- Critically question the role ICT can play in the fight against poverty
- Examine the role digital radio can play to 'reach the unreached'
- Discuss the rationales for using computers in schools in developing countries and examine the cost-effectiveness of their use
- Understand the mushrooming of telecenters, classify their different types and analyze their role for distance education
- Review the issues of international competition and the drive towards commercialization in higher education
- Undertake a major project in one of the three areas of application proceeding from an annotated bibliography, the preparation of a conference, to writing up the project paper.

### **OMDE 631 Advanced Technology in DE I: Synchronous Learning Systems**

This is an advanced course that builds upon OMDE 603 Technology in Distance Education. The course focuses on synchronous (real time) technologies that are used for DE such as satellite broadcasting, cable channels (CATV), telephony, wireless technology (WAP), web-based technological such as push, pull, compression, and streaming. Also, students are introduced to synchronous tools such as MOOs, MUDs, ICQ, text and audio chat, 2D-3D, application sharing, and white board. Students critically examine instructor-led learning environments and audio and video systems such as: interactive TV, site-based videoconference, and desktop videoconference. Technical details regarding standards-based technologies, telecommunications technologies, and computer technologies are also examined so students will be able to effectively manage the implementation of these tools. This course was developed and is taught by Gila Kurtz (Israel).

Upon completing the course students will be able to:

- Identify the characteristics of synchronous DE
- Describe the various infrastructures and technologies used in synchronous DE
- Describe the range of synchronous tools and its impact on the teaching-learning methods
- Evaluate instructor-led and video-based synchronous learning systems
- By using a list of criteria obtained from the readings, specify a series of planning, designing, delivering, managing and evaluating issues in the synchronous tutorial
- Estimate the future trends of synchronous DE

### **OMDE 632 Advanced Technology in DE II: Asynchronous Learning Systems**

This is an advanced course that builds upon OMDE 603 Technology in Distance Education. The course focuses specifically on asynchronous (non-real time) technologies such as computer-mediated communication (computer conferencing), e-mail, listserves, archived streaming audio and video, etc. Technical details are covered relating to telecommunications technologies, video technologies, and computer technologies to ensure that the students can effectively manage the technical implementation of these tools. This course was developed and is taught by Robert Sapp (U.S.).

At the end of this course, students should be able to:

- Describe the primary components of a computer network and evaluate networks based on these components.
- Distinguish between the major forms of asynchronous communication and discuss the strengths and weaknesses of each mode from technical and instructional perspectives.
- Identify the major functions within contemporary enterprise e-learning systems and describe the proper contexts for their applications.

### **Capstone (required): OMDE 690 Distance Education Portfolio and Project**

This capstone course requires students to engage in two significant tasks: (1) create a personal distance education portfolio to serve as an ongoing professional resource, as well as a useful job search tool, and (2) develop and document a case study/project for an organization in the area of distance education and training. The purpose of this course is to provide students with an opportunity to display and practice a variety of skills and knowledge in the area of distance education and training. This course is taught by Eugene Rubin, Michael Beaudoin, and Ulrich Bernath.

At the end of this course, students should be able to:

- Create a personal distance education portfolio which will serve as an ongoing professional resource, as well as a useful job search tool.
- Develop and document a case study/project for an organization in the area of distance education and training. The purpose of this is to provide the student with an opportunity to display and practice a variety of skills and knowledge in the area of distance education and training.

### **MDE Graduate Certificate Programs:**

One of the unique features of the MDE program is that students can pursue one of six graduate certificates in distance education in addition to, or instead of, the master's degree. These certificate programs are ideal for students who want to gain expertise in a particular content area related to distance education but may not want to commit to the entire degree program. Students may also choose to earn certificates enroute to the degree program and can apply the appropriate credits in their entirety:

### **1.1 Foundations of Distance Education**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 606 Management of Distance Education 1: Cost Analysis
- OMDE 608 Student Support in Distance Education and Training
- OMDE 620 Learning and Training with Multimedia

### **1.2 Distance Education and Technology**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 603 Technology in Distance Education

#### Elective Courses (choose two)

- OMDE 620 Learning and Teaching with Multimedia
- OMDE 623 Web-Based Learning and Teaching and the Virtual University
- OMDE 631 Advanced Technology in Distance Education I: Synchronous Systems
- OMDE 632 Advanced Technology in Distance Education II: Asynchronous Systems

### **1.3 Library Services in Distance Education**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 603 Technology in Distance Education
- OMDE 611 Issues in the Delivery of Library Services to Distance Students

#### Elective Courses

- Students may choose one course from among the elective courses in the Master of Distance Education program.

### **1.4 Teaching at a Distance**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 603 Technology in Distance Education
- OMDE 607 Instructional Design and Course Development in D.E.
- OMDE 623 Web-Based Learning and Teaching and the Virtual University

### **1.6 Training at a Distance**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 621 Training at a Distance
- OMDE 622 The Business of Distance Education

#### Elective Courses

- Students may choose one course from among the elective courses in the Master of Distance Education program.

### **1.7 Distance Education in Developing Countries**

Total Semester Hours: 12

#### Required Courses

- OMDE 601 Foundations of Distance Education
- OMDE 606 Management of Distance Education 1: Cost Analysis

- OMDE 625 National and International Policy for Distance Education in Developing Countries
- OMDE 626 Technologies for Education in Developing Countries

<b>PE2</b>	<p><b>Please reflect and assess the value of e-Learning within your programme for achieving the learning objectives. Address for example:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Intensifying collaboration among students.</b></li> <li>▪ <b>Enhancing interactivity among learners during the learning process.</b></li> <li>▪ <b>Visualising abstract learning content.</b></li> <li>▪ <b>Organising new learning environments.</b></li> </ul>
------------	--

UMUC and Oldenburg use a variety of measures to evaluate learning effectiveness using e-learning. Every course at UMUC undergoes a UMUC-wide, standardized, online evaluation (see O4 in this document), and in addition to this, Oldenburg asks all students in their courses to complete a separate evaluation (please find the Oldenburg questionnaires at <http://www.uni-oldenburg.de/zef/quest.htm>). The MDE capstone course (OMDE 690) is designed to help assess what students have learned throughout the MDE program. DE coordinators (UMUC staff) regularly check the status of course environments in terms of completeness, links activity etc. throughout the term.

### **Collaboration and Interactivity**

Several courses in the MDE require the students to work collaboratively in groups. This is a pedagogical approach that is used throughout the Graduate School of Management and Technology as the Graduate School is committed to preparing its graduates to work in the collaborative environments of higher education, corporations and government. Often the students are required to submit a group project and faculty (where appropriate) direct students to work on specific projects in small groups (a special “study group” area of the online classroom is set aside for this purpose).

By far, however, the most significant collaborative environment is WebTycho (WebTycho the proprietary Learning Management System used in all UMUC online courses) discussion conference area and this is a highly interactive environment with interaction happening both between the students themselves as well as between faculty and students. WebTycho allows faculty to review the interaction data in terms of statistical data of students and faculty postings. Generally, while a faculty member outposts any typical student by up to 3 times, collectively the students outpost the faculty member, sometimes by up to 5 or 10 times. So, for example, a student might post 50 comments in a class, a faculty member might post 100 comments, but the class as a whole might post 500 or more comments. While this represents a significant volume of information for the students to process and to respond to, it is clear through student evaluations that high levels of interaction are appreciated and contribute to student satisfaction. Thus, the management of this environment is critical, since excessive posting or even large volumes of postings can make the task of sorting through such a rich environment daunting for time constrained working adults.

Clearly the sophistication of the faculty’s teaching style and pedagogy is crucial in this environment. Rigid cookie-cutter course designs may not allow for varying class sizes and various student styles of interaction. The more students in a course, the higher the rate of interaction (N:B: However, volume can become too large and interaction can begin to decline at a rapid rate). The more students in a course that are naturally outgoing responders, the higher the total amount of interaction. The more “lurkers” or “witness learners”, the lower the volume of interaction (sometimes to unacceptably low rates). In most MDE online classrooms, these variables (total number of students and number of active responders) interact and must be carefully managed. The more experience a faculty member has online and the more s/he is aware of these variables, the easier it is to manage the classroom’s interactive environment appropriately.

A word count of all postings in OMDE601 (the beginners’ course) in 2000 resulted in the following: The lead instructor (Bernath) and two visiting experts (Holmberg in weeks 3 & 4 and Peters in weeks 7 & 8) delivered 45,365 words of instruction to structure the course and facilitate the discussions during the 15 week-long course. In addition to this pre-prepared input the three instructors contributed with a total of

28,149 words to respond to student's postings in various conferences. The 28 students submitted more than 200,000 words in total. OMDE601 is a course that aims at a high level of interaction between instructor/visiting experts and students as well as between students. The volume of activity as well the ratios between instruction and dialogue are relatively stable from one course to the other.

Another strategy to engage students in collaborative behaviour has been the sponsored workshops that were/are organized for MDE students at various international conferences and research workshops, as well as the ASF publication series which includes contributions from students and faculty, described elsewhere in this document. While this has affected only a small group of students, it has certainly impacted them dramatically, as they tend to be some of the most active supporters of the program.

A more detailed account of elements, aspects, structures of tools and spaces, strategies and an analysis of conference features, participation, study groups, assignments and feedback implemented in the core courses of the MDE program can be found in Walti, 2003.

### **Relationship of the MDE Learning Environment to the Work Environment**

E-learning has clearly changed the distance education environment from a kind of "distancing" and remote environment for the student, to a more interactive and involved environment. However, careful management of the environment is necessary to avoid a feeling of 'remoteness' among some students.

The MDE is committed to trying to make the online e-learning environment as much like the work environment as possible. Part of the rationale for this is that students continually demand more and more "hands-on" and "how-to" skills and knowledge. They want the educational environment to be more like a training environment. The more the MDE simulates the work environment the better we will be preparing the students to function as graduates of the program. Therefore, most of the assessments do not request that the students engage in theoretical discussions, but instead engage in activities that could be directly relevant to what they might be asked to do as e-learning and distance education managers in their respective organizations. Several of these activities/assessments are documented elsewhere in the paper. It is not uncommon for students to report upon submitting an assignment in a course, that they learned a lot in just doing the assignment and that they feel that engaging in that activity helped them directly in their job.

Typical of these activities is, for example, the request of students to prepare a brief to upper management for the establishment of an e-learning course development capacity in their organization, to create an online course in a subject matter of their choice, to analyze their organization regarding technology policy, or to create and explain a full e-learning system.

The asynchronous e-learning model brings a reflective thinking process and thoughtful interchange to the learning environment. More recently, there has been an interest in including other forms of media as well as modes of interaction, when the appropriate pedagogical use is evident. This is the case, for example, of the inclusion of audio through "podcasts" and the use of synchronous communication via telephone bridges, chat rooms or more complex tools such as "Macromedia Breeze", where several media are used during synchronous sessions, which can be recorded. These are considered "add-ons" to the courses, because the MDE learning environment is primarily a text-based asynchronous environment, given critical factors such as cost, scalability, support and reliability. Moreover, the "anywhere / anytime" aspect of the program is one of its hallmarks.

We deal with many time zones and with a wide diversity of students, some of which do not have sophisticated technology or high speed Internet access available to them. In addition, some of these products require a high degree of multitasking ability and additional training and time from faculty. One needs to consider that when adding new technologies: 1) New media can be expensive. The cost of using synchronous media on a scale similar to asynchronous media is almost prohibitive; 2) In the case of the MDE, as well as the rest of the UMUC Graduate School, adjunct faculty have limited time to invest in their teaching. Almost all media require significant investment of time to produce appropriate and professional materials and most higher education faculty simply do not have that time. However, as technologies mature (most are not even a decade old), they become more integrated into a typical faculty member's set of technology skills; and as institutions move towards greater technology investments, they will become more and more commonplace.



Other technologies used by students and faculty in MDE courses are also worth mentioning, namely: electronic portfolios, created as individual websites; the use of PowerPoint for presentations and Excel for graphics; and the use of student managed online classrooms shells (where students play the role of instructors creating content and delivering instruction). It is part of our strategic plan to emphasize the use of multimedia and advanced technology in our courses, particularly where they logically and pedagogically fit.

<b>PE3</b>	<b>Reflect explicitly on how a variety of different teaching and learning methods are applied within the programme in order to exploit the richness of pedagogical approaches to achieve the programme's general and learning objectives.</b>
------------	---

UMUC and Oldenburg use a variety of strategies to help students explore and learn about the critical concepts, theories, history and issues in the e-learning and distance education fields. The primary focus of these activities lie within the courses offered through the program. The MDE capstone course (OMDE 690) is i.e. designed to help assess what students have learned throughout the MDE program. This course provides an integrative learning experience in which students complete a major distance education project and finalize a personal distance education e-portfolio. The personal portfolio, which is a requirement for successful completion of the capstone course, contains both required and optional materials. Required materials are assignments and other contributions to the final grade in each course. Optional materials may highlight any other kind of active participation in the courses of the Master's program as well as any external professional activities such as conference presentations, publications, course development, etc. and allow students to show their proficiency and skills as professional distance educators. By the end of the spring term 2006, 100 program graduates have used the portfolio to effectively demonstrate significant professional development resulting from the MDE program.

Other courses systematically explore various areas that impact student learning, and examine strategies for the success of organizational e-learning. The MDE program curriculum attempts to offer a variety of options to students in terms of subject matter and critical management skills, but the variety of courses also offer a diversity of faculty teaching strategies, learning environments, and perspectives of the field. In other words, students are able to observe first hand that there are a variety of ways to implement e-learning and distance education, and that by directly experiencing them, they can assess which they personally feel are effective and under which circumstances this occurs. This can be extremely effective given the students' diversity of ages, backgrounds and work environments.

Often students come to the MDE with experience delivering e-learning and distance education programs, using technologies often associated with e-learning, and knowledge of management and organizational successes and failures in the implementation of e-learning and distance education. This provides an extremely rich learning environment as the students share these experiences with one another (and faculty). Students in the MDE not only learn about e-learning and distance education, they are directly experiencing distance education and e-learning as their means of learning. This has the potential of being an extraordinarily effective learning environment.

Courses in the program follow a Seminar like structure. Rarely is the course viewed as a vehicle for the transmission of information. It is assumed that the students are mature learners who come to the program with a rich variety of interests, prior knowledge and skills. In general (there are some exceptions) students come into a classroom that is structured like a typical seminar. They are presented with a detailed syllabus that structures the content and are given reading assignments from the literature, using materials that are often provided online or are made available online through the UMUC library or the Oldenburg database. However, in most courses students are expected to pursue additional research and readings from the literature, either from online scholarly journals or using the UMUC Library resources. Depending on the faculty member, they are often given study/discussion questions or tasks to complete (either individually or in a group), which are designed to promote interaction and discussion. A significant portion of any course is taken up with asynchronous discussion among students, between individual students and the faculty, and between the faculty and the class as a group.

The pedagogy of asynchronous discussion entails a different perspective of graduate education than does the pedagogy of real-time, face-to-face graduate study. It is difficult and inconclusive to compare the two and it is problematic to conclude that one is clearly better (or more effective or desirable) than the other. They are different learning environments that involve different learning processes for the students. The same can be said of a comparison of asynchronous and synchronous e-learning environments. One needs to look at the rationale for using one or the other (or both) environments. In UMUC's (and the MDE's) case, the primary rationale for using an asynchronous learning environment is to provide (the most) open access to the program and learning environment. By offering the MDE fully online, and requiring only minimal levels of technology in terms of software and internet connectivity in order to participate, UMUC and Oldenburg provide the highest level of access currently possible for asynchronous programs. Evidence of this access is found in the geographical distribution of current students: students enrolled in the MDE represent 39 U.S. states and 12 countries from around the world. As one of the few graduate programs of its type, the MDE provides an unprecedented opportunity to professionals who want to pursue graduate-level work in this field. The Master of Distance Education program was conceived as a global program with the intention of its faculty and curriculum to be international and its target population to be global. A program with the intention of spanning all global time zones simply could not sustain a primarily synchronous learning environment.

Other measures that should be considered in evaluating learning effectiveness are student assignments and assessments in individual courses. MDE students are challenged to demonstrate their mastery of course concepts and material through research papers, individual and group projects, and other types of written assignments and include the following:

- Researching and providing “expert consultant” recommendations for institutions moving into online training and development;
- Case study analyses, including institutions and organizations such as Athabasca University, The Open University, NextEd, Unext, and Universitas 21;
- Student-created case studies with an analysis of contexts, factors, resources, learners, challenges, and opportunities;
- Analyses of best practices in distance education;
- Creation of a context-specific distance education system with an analysis of each component and graphical representation of how the various components interact with each other;
- “Memos to the President” related to a wide range of leadership and management issues in distance education;
- Application of decision-making criteria to choose appropriate technologies for particular learning goals/environments; and
- Examination of critical issues faced by distance education managers in different functional areas (student services, course/instructional design, technology managers, etc.).
- Several peer-reviewed and edited chapters in the ASF series as well as articles co-published with various MDE faculty in external peer-reviewed journals

Additional assignments can be found under PE10. Further resources relating to this area can be found in Vols: 6 and 9 of the ASF series, which details specific strategies and models used in the program.

### **The Importance of “Community” in the e-Learning Environment**

Clearly, the Master of Distance Education program is not a “self-study” or “independent learning” environment. The MDE (as well as the UMUC graduate school, in general) is committed to a highly interactive learning environment. It assumes that learning is both a social activity as well as a personal, individualized activity. Moreover, the MDE is also committed to approximating the work environment, where cooperative behavior is highly valued, if not required.

However, there is further rationale for organizing online academic study in a social context. Students, who engage in asynchronous online learning (particularly in an academic context), are usually physically separated in both time and place from other students and faculty. This often creates a sense of isolation and disconnect for these students and is widely recognized in distance education literature. Students therefore find it hard to motivate and organize themselves for study at a distance and often feel that any difficulty they may have is unique to them. This, in turn, can result in low motivation and self-esteem and often translates to high withdrawal and dropout rates. This circumstance is well documented in the literature (see Bernath & Rubin 2004). The problem of the retention of online learning and distance

education students has critical consequences for e-learning programs, particularly in the areas of revenue loss and graduation rates.

It is the belief of faculty and administrators in the MDE program that one of the best means to counter online learning students' sense of isolation and low motivation is to provide them with a strong sense of community. In other words, it is important to provide online learning students with support from both their peers and the institution.

The MDE therefore strives to provide its students with a variety of environments and tools to encourage a sense of belonging to a supportive community of learners. Examples of these supports are:

1. A community of learners in all classes.
2. A regularly published newsletter that provides students and faculty with news of both student and faculty accomplishments as well as announcements and news of program related events.
3. A website that provides students with general program announcements, faculty biographies, employment opportunities, course descriptions and syllabi, professional development resources and various tools and guides to the program and the university and communications via WIMBA.
4. Special face-to-face get-togethers, such as dinners organized at graduation and meetings with students at various conferences and workshops. As noted elsewhere, the MDE has tried to provide students with opportunities and financial support to participate in professional activities, i.e. the 3<sup>rd</sup> and 4<sup>th</sup> EDEN Research Workshops.

It is our hope that these types of community activities result in increased retention of students in the program as well as more positive perceptions of graduate study via e-learning.

### **Use of Various Media to Achieve Program Objectives**

The following media are used in the delivery of various courses in the MDE

- Text-based discussions: These are used within the usual conference forum in the online (virtual classroom). This is the basis of communication in UMUC's online delivery platform WebTycho.
- Webcasts: Have been offered of UMUC or MDE's special events to students and faculty members.
- Podcasts: Are considered as a way to offer students further information on distance education, as well as to make the MDE website more attractive to prospective students. Podcasts generally focus on interviewing professionals in distance education about specific issues or their own expertise.
- Teleconferences: These are used by instructors with students for synchronous communication, as well as among faculty who reside at a distance.
- Multimedia synchronous tools: Most recently, some MDE courses have been using multimedia synchronous tools (such as Elluminate and Macromedia Breeze) to create a closer approximation among students and instructor as well as to enhance the learning experience. This kind of experience is also seen as meta-learning opportunities, since students are able to experiment and evaluate specific e-learning tools.
- Face-to-face activities (Graduation, meeting with students at conferences): These occur once or twice a year. Graduation is a traditional moment to gather with recent graduates and local students with local and sometimes distant faculty members present.
- Sponsored workshops: The MDE has strived to participate in conferences/workshops in which students are also welcome to participate as presenters. In many cases, the MDE has been able to generate some kind of sponsorship as an incentive to towards students' participation.

<b>PE6</b>	<p><b>Reflect on how the principles and guidelines regarding the minimum internal standards for course development are applied. Include explicitly an evaluation on how well these standards are implemented in the current programme. The major focus should be on:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Procedures and roles for course development, design and selection.</b></li> <li>▪ <b>Prevention of sexism, racism or ageism.</b></li> <li>▪ <b>Rigid rules on intellectual property rights.</b></li> <li>▪ <b>Appropriateness of the learning content for the target group.</b></li> </ul>
------------	---

### **Procedures and Roles for Course Development, Design and Selection**

Typical of large distance education institutions that have been established for a while, UMUC has a history of course development that is quite different than traditional face-to-face institutions. UMUC began delivery of distance education as an outreach activity, initially being one of the first American institutions to attempt to deliver (correspondence) courses developed by the Open University of the United Kingdom (OUUK). UMUC then began to develop its own undergraduate distance courses utilizing the course team development model pioneered by the OUUK and then adopted by other European and Asian Open Universities. Similar to these classic distance education institutions, UMUC began to develop courses with a team of specialists (Instructional Designer/Course Team Manager, Content Specialists, Editor, Graphic Designer, video specialists, etc.). Course development was an expensive process, often costing between \$250,000 and \$1,000,000, depending on how much video was produced, and often took from 12 to 18 months to complete. As the Internet and the WWW were being developed in the early 90's, this model was adapted, but the production and team development model continued. UMUC still utilizes a course team development model for their undergraduate e-learning distance courses, but the costs and development time have been considerably reduced (Hülsmann 2003).

UMUC's Graduate School of Management and Technology (GSMT) began as an organization which delivered courses in a face-to-face mode. While the Graduate School was focused on the non-traditional student, its course development and delivery models were initially more akin to the traditional university. It was only when the Internet blossomed as a delivery medium and the undergraduate program clearly was moving toward significant internet delivery, that the GSMT began to seriously investigate the distance delivery of its courses. The GSMT did not have a significant history in distance education and course team development and began to develop its e-learning web-based courses in a manner similar to that of its face-to-face courses. Thus, the courses were developed primarily by a single individual, who created a detailed syllabus, any additional materials (such as written "lectures") and then delivers these to students in a virtual classroom. This development model continues until today, but due to UMUC's experience with its undergraduate team development model and its understanding of the importance of course development support has been modified by adding an additional team member known as a distance education coordinator, who adds the expertise of a web developer to the course development process. Presently, expansive course syllabi are developed (under the management and guidance of Program administrators) by contracting with content experts and reviewed and passed by the Graduate Council of the Graduate School. The course content, texts and readings, assessment structure and the course schedule are therefore fixed, but individual faculty are given the flexibility of "teaching" these materials and interacting with the students in their own manner, by voicing their views and adding further materials. Faculty are responsible for grading assignments/assessments and often develop these activities and the evaluation rubrics.

The Master of Distance Education program started with the GSMT course development model, but added a significant twist. Many of the faculty members in the MDE program were already professional distance educators, instructional designers and web developers, thus bringing their skills to the model *as if* they were typical course development team members. Thus, the MDE course development model became an interesting hybrid, combining the characteristics of the distance education team development model with the traditional institutional, personalized faculty model. Moreover, because the MDE is a small program, the developer of the course is usually the same person that teaches the course (however, this is not required). In addition, the program directors mentored new instructors during their first term of instruction and the 'Oldenburg' Support model (see Brindley, J.E., Roberts, J. & Zawacki, O. (2003)

Support services for online faculty: The provider and the user perspectives in U. Bernath & E. Rubin, Eds.), *Reflections on Teaching and Learning in an Online Master Program - A Case Study*), provided additional support for instructors new to the e-learning/online environment.

The MDE course syllabi can be found at <http://info.umuc.edu/mde/>. The MDE has not taken the stance that the course development model of the program should be primarily content driven. Rather, it has taken the position (as does the rest of the Graduate School) that the program should focus on the students' learning process and outcomes. Its viewpoint is that students coming to graduate school are not there to be spoon-fed nor are they recipients of knowledge, nor is it our task to fill them with the appropriate knowledge and skills. These mature adults are in graduate school as apprentice professionals and their learning process should not be too different than that of the faculty. This perspective is expanded on elsewhere in this document

### ***The ASF Series***

In addition to the described course development model and philosophy, the MDE made a commitment to provide its students with critical writings and summaries of the research and literature in the field. One of the more significant outcomes of the Master of Distance Education program is the creation of a series of publications that directly supports specific courses in the program, as well as contributing to overall scholarship within the field of distance education. Oldenburg's Center for Research in Distance Education (*Arbeitsstelle Fernstudienforschung* or ASF) provides an edited series for the dissemination of research and scholarship primarily in the context of the MDE. The ASF Series (<http://www.uni-oldenburg.de/zef/mde/series/>) is documented in PR3-2 in this document.

### **Rigid Rules on Intellectual Property Rights**

UMUC has a very firm policy on the protection of intellectual property rights. All materials are required to be cleared for use in the classroom. This is one of the Library's primary tasks within the university. Furthermore, WebTycho is designed to ensure that these materials are secure and available only to the students in the classroom.

UMUC also has established the Center for Intellectual Property. The Center for Intellectual Property and Copyright in the Digital Environment provides resources and information for the higher education community in the areas of intellectual property, copyright, and the emerging digital environment. The Center accomplishes its mission through the delivery of workshops, online training, and electronic and print publications, and it provides continuous updates on legislative developments at the local, state, national, and international level.

### **Appropriateness of the Learning Content for the Target Group**

As documented in O4, the MDE has undergone an Academic Program Review and was conducted by two external experts in the field of distance education. As a result of this review, the curriculum was examined and suggestions for revisions were made. One of the external reviewers' recommendations was to establish an Advisory Board to help guide the program to address intellectual property rights. Courses were re-designed under the light of these recommendations and guidelines. The Information & Technology Systems Department, in which the MDE currently resides, has recently put together a new advisory board, which met for the first time in December, 2005.

Not coincidentally, the MDE's faculty members also represent a reasonable cross section of experts in the field of distance education and online learning. The curriculum is regularly reviewed by them at the MDE's periodic faculty meetings.

### **Prevention of sexism, racism or ageism.**

See in O2: **6. Sexual Harassment Prevention Training**

**PE9** Provide a list of 5 – 10 e-Learning modules that are used within the programme (including a comprehensible short description indicating the length and learning scenario). 2 - 3 items of this list will be selected by the CEL Audit Team for further review during the Audit Team Visit. You will be notified on their selection at the latest one week before the Audit Team Visit takes place.

### e-Learning Modules

Below is a selection of the MDE's e-Learning modules from OMDE 601 – Foundations of Distance Education (required course), OMDE 603 – Technology in Distance Education (required course); OMDE 607 – Instructional Design and Course Development in Distance Education (required course), OMDE 608 – Student Support in Distance Education and Training (required course), and OMDE 620 – Learning and Training with Multimedia (elective). All courses are offered online through WebTycho (UMUC's proprietary software interface for online learning). In the following description, one module of each of these courses has been selected to exemplify different e-learning modules in the program.

#### OMDE 601 - Foundations of Distance Education

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20601>)

The goals of the course are to provide the student with: a foundation of knowledge, skills and attitudes that are required by a competent practitioner of distance education. Students explore the critical concepts and issues identified in the distance education literature and critically examine the history and theories of the field. The course has been developed by Ulrich Bernath (Germany) and Eugene Rubin (USA) in collaboration with Börje Holmberg (Sweden) and Otto Peters (Germany).

#### Module 3: Pedagogy of Distance Education and Theoretical Approaches to DE (with guest faculty Prof. Dr. Otto Peters)

The objectives of this module are that students:

- analyze the pedagogic structure of DE in the light of distinct models of DE;
- learn about DE in terms of distinct pedagogical categories;
- explain pedagogical advantages and disadvantages inherent to DE;
- explain the deep-rooted changes of the pedagogical structure of DE caused by increasing digitization
- distinguish different theoretical approaches worldwide and relate them to cultural differences

The structure of this module is as follows:

- Students will read the assigned readings.
- Discuss with the visiting expert and peers the following issues:
  - The explanations on "theory" and "pedagogy"
  - Constitutive concepts of DE
  - 'Modifying concepts'
  - Michael Moore's Concept of Distance Education
  - "The most Industrialized Mode of Teaching and Learning"

#### OMDE 603 - Technology in Distance Education

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20603>)

This course explores the role of technology in the design, development and delivery of distance education. Students critically examine the relationship between technology and the goals of the educational/training organization. Various uses of technology are explored in the areas of course development, asynchronous and synchronous distance course delivery, and management/administration. The relationship of information technology and distance education is explored, and special emphasis is placed on computer-based technologies.

#### Module 1: "Technology in Distance Education: A historical and Social Perspective"

The objectives of this module are:

- To describe the history of media and technology in distance education.

- To demonstrate knowledge of the range of terminology and values applied to technology in distance education.
- To develop a 'common baseline' about technology depending upon factors such as what sequence they are taking courses in the OMDE, their own experience and knowledge, etc.
- To examine definitions such as distance education and online education.
- To demonstrate knowledge of the range of terminology and values applied to technology in distance education.

The structure of this module is as follows:

- Students will read the assigned readings.
- Students participate in seminar discussions during the week to discuss assigned topics.

## **OMDE 604 - The Management of Distance Education 2: Leadership in D.E.**

Course description: <http://www.umuc.edu/grad/mde/omdecat.html#OMDE%20604>

This course introduces the student to the organization, management, and administration of distance education systems. Specific issues include roles (both traditional and unique), leadership, human resource management, employee relations, the role of information technology, student support services, faculty/staff development, inter-institutional collaboration, funding, delivery systems and policy. Both the education and business environments are explored in this course, and students gain an understanding and skills that allows them to function effectively in either type of organization.

### Unit 3: Leadership - An Initial Perspective

The objective is to:

- examine basic theoretical elements of leadership that will serve as a foundation for subsequent study of this topic in the course

The structure of this module is as follows:

- Readings:
  - Introductory Notes
  - MOB, ch. 4- Leadership: An Initial Perspective
  - Beaudoin, ASF Series, Vol. 8. Chapter 5.1. "Distance Education Leadership for the New Century"
- Activities:
  - #1: Identify two key models or theories of leadership from MOB that are of particular interest to you and discuss the following under threaded discussion topic #1 Your observation and analysis regarding how these two aspects of leadership are manifested in your primary work setting at this time. Indicate if you are the leader or a follower in this setting, how these two particular leadership models are manifested to your setting, & if they have a positive or negative impact on organizational effectiveness and individual motivation & morale.
  - #2: Post a summary of your thoughts in thread #2 in response to reading the Beaudoin article on distance education leadership. Which concepts in this piece might be relevant or applicable to your own work setting now or in the future (even if you are not involved in distance education per se)? Do you agree or disagree with the author's ideas and opinions regarding leadership issues that are relevant to the future of DE?

### Unit 4: Leadership - Situational Approaches

In Unit 4, will build upon our analysis and discussion around Unit 3, which addressed more directly organizational leadership, and also incorporated leadership within the specific domain of distance education. This next unit has us examining more closely the Hersey-Blanchard model of situational leadership, which emphasizes the interplay between key variables that impact leadership effectiveness: the leader, the follower(s) & the situation. This chapter focuses more on actual leader behavior, rather than on leadership traits, and identifies situations that call for certain behaviors.

As you do more reading about this approach, it might appear to be deceptively simple, but as we delve further into the nuances of this strategy, it begins to assume greater complexity, especially as we study the various models presented by the authors as well as other theorists they have pulled into the mix.

The objective is to:

- learn how leadership is adapted and exercised in varied organizational situations.

The structure of this module is as follows:

- Readings:  
Chapter 5 in MOB- Leadership: Situational Approaches  
Beaudoin, ASF Series Vol. 8, ch. 5.2. DE Leadership: Appraising Theory & Advancing Practice
- Review Questions:  
What are the basic tenets of each of the following three leadership approaches?  
- The Tannenbaum-Schmidt Continuum of Leader Behavior  
- Hersey-Blanchard Tri-dimensional leadership effectiveness model  
- Vroom-Yetten Contingency Model and:  
- Why is consistency in leadership style so important?  
- Which situational leadership approach might be most effective in your setting & why?
- Activity:  
After reading chapter 5 in MOB, consider & comment on one question in each set of the review questions posed above. Take sufficient time to carefully read & absorb the material (perhaps even requiring a second reading?) and post comments (you could do this in outline form if that style works for you).

### **OMDE 606 – Management of Distance Education 1: Cost Analysis**

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20606>)

The course places the economics of distance education in the larger context of economics of education. A variety of methodological approaches (including cost/benefit and cost/effectiveness analysis) are applied to the distance education context. A variety of costing techniques and economic models are explored and applied to different institutional forms and levels of distance education. The module has been developed by Thomas Hülsmann (Germany).

#### Module 1: The expansion of education and the emergence of distance education

The objectives of this module are that students:

- Students get to know each other and are introduced to the objectives of the course
- Students review the expansion of education using the Global Education Database (GED)
- Students are introduced to the main tenets of the economics of education (e.g. Human Capital Theory)
- Students identify the expectations connected with distance education in the context of increased demand for education and soaring costs.

The structure of this module is as follows:

- Students read seminal text relating to the emergence of the economics of education
- Students examine the unprecedented world wide post war (WWII) expansion of education
- Students will conduct a online debate on the benefits of education (Education: Elixir or snake oil?)
- Students will cooperate in groups using the GED online database to triangulate the findings in the textbook with respect to growth of educational enrollment and soaring costs.

#### Module 2: The Techniques of Cost-Analysis

The objectives of this module are that students:

- analyze distance education as a system and identify the main subsystems.
- classify resources (including human resources, premises, equipment and stocks)
- classify costs into the main cost categories (fixed and variable costs, capital and recurrent costs, opportunity costs).
- handle the basic cost model to explore the effects of the different cost categories on average cost per student.
- describe and apply different options for treating capital costs

The structure of this module is as follows:

- Students will read the assigned readings.
- Students will work through the main topics using interactive spreadsheets. Topics include
  - Capital and operating costs
  - Total cost equation
  - Average cost equation
  - Break-even point



- Marginal costs
- Semi-variable costs
- Students will discuss the arising difficulties with peers and teacher.
- Students will be prepared for the assignment by a demonstration using Breeze conferencing

### **OMDE 607 - Instructional Design and Course Development in Distance Education**

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20607>)

This course examines the process of instructional design and development in a distance education and training context. Students critically evaluate the relationship between instructional design and technology. Various models of instructional and course development are considered (e.g. large vs. small scale course development, centralized vs. decentralized course development, individual faculty/author vs. team course development.) Students apply the instructional development process by developing a small instructional unit. Special emphasis is given to web-based instructional design and delivery.

#### Module 1: "Introduction to ISD"

The objective of this module is:

- To identify the major steps of the ID process

The structure of this module is as follows:

- Students will read the assigned readings.
- Students participate in seminar discussions during the week to discuss assigned topics.
  - Frequently, one will hear faculty being adamant that they don't need ISD instruction or assistance of any kind. Is it any different for those of you working in the commercial arena? Have you met trainers or even other faculty who feel the same way? What can you say to convince them of the merit of ISD? (Do you secretly agree with their position?) Post your comments as responses to this topic. Take the time to respond to one another. That's exactly what we need to do in these opening days.
  - What do you think you gain by using an ID approach to the development of instruction?
  - What do believe you lose? Anything at all?
  - According to Morrison (et al), what is the role of the designer in the Instructional Design process? Try to explain Morrison's ideas using your own words - as best you can. Have the authors defined the role too narrowly? Have they missed a function? Do you agree with them?

### **OMDE 608 - Student Support in Distance Education and Training**

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20608>)

Students are introduced to a variety of tutoring and student support systems, and explore various issues and critical concepts. Theories and frameworks related to tutoring and student support systems for different contexts are explored. Students learn and use a systems approach to problem solving to evaluate existing tutoring and student support systems. Functions such as recruitment, registration, tutoring, advising, counseling, study centre models, planning and management, and access to library and information systems are explored. Students examine various systems of hiring, training, supervising, evaluating, and remunerating faculty, tutors, and student support personnel. Issues such as the use of local, regional and central offices and study centers are discussed. The course has been developed by Jane Brindley (Canada) and Alan Tait (UK).

#### Unit 2/Section 1: Designing Services to Meet Learner Needs

The objectives of this unit are to:

- Analyze the importance of learner characteristics for designing student support
- Describe the major client groups served by distance education
- Explain the ways in which a learner support system can be tailored to serve specific client groups.

The structure of this module is as follows:

- Read the assigned literature
- Ask questions, challenge the ideas put forward in the readings, make comments, and participate in the discussions taking place.

## OMDE 620 - Learning and Training with Multimedia

Course description: (<http://www.umuc.edu/mde/omdecat.html#OMDE%20620>)

Students think critically about the use of digital media in a variety of educational settings and identify properties, strengths and weaknesses of multimedia in different learning contexts. The course introduces the students to basic psychological processes of perception, understanding, and learning. Multimedia and instructional designs for online learning systems, such as Web-based training, are a special focus of the course. Hands-on experiences with several multimedia and online learning and information systems are provided. Additional topics covered include groupware and collaborative learning technologies, intelligent systems, instructional simulations, and virtual reality.

### Unit 1 - Introduction to Multimedia

It is the purpose of Unit 1 to acquire some basic knowledge about multimedia learning in the context of distance education that is essential for deep understanding and further application.

So the first section of Unit 1 is to negotiate an understanding of what multimedia is. We will also deal with basic cognitive psychological processes of multimedia learning. Then, the second focus of Unit 1 is to look at multimedia learning in the context of technological innovations in and generations of distance education, which will lead us to fundamental attributes of media and distance education, like independence and interactivity.

During Unit 1:

- Students will read the assigned readings.
- Students take part in the first group work conferences for a warming-up group activity. The group task is about a definition of multimedia learning. The results will be posted inside the class conference area.
- Students will participate in the class conference area with comments about the assigned readings.

### **PE10**

**Provide a list of at least 2 – 4 formative or summative assessments that can be reviewed (2 – 3 assessments are selected by the CEL Audit Team and will be discussed during the Audit Team Visit).**

We have selected the following assessments as examples for formative and/or summative assessments in the MDE:

In OMDE 608 (Student Support in Distance Education and Training) the 3<sup>rd</sup> Unit 3 on “Case Studies” requires that students read the assigned literature and then join and work in a study groups to prepare a case study of their choice. While doing so they must consider the following points:

- what is the larger context and what factors in that context are relevant (e.g. what country, type of funding for education, political system, competition from other educational providers--this can be cursory but should be addressed)
- who is the educational provider (e.g. what type of university, college, school, corporation with in-house training)
- what are the characteristics of the provider (e.g. size, location, age, culture, pedagogical stance/educational philosophy, type of courses and/or programs offered, numbers of students, geographical spread, organizational structure)
- what kinds of resources are available (e.g. staffing, technologies, partnerships, general budget situation)
- who are the learners (e.g. characteristics, behaviour, needs)
- what are the desired learning outcomes (e.g. content expertise, specific skills mastery, learning skills)

- what are the major challenges (e.g. limited resources, isolated students with limited access to technology, need for staff development, competition from other providers, high drop-out rates, low learner satisfaction)
- what are the major opportunities (e.g. student demand, unique programs, partnerships with other providers or business sector).

This is a collaborative effort and builds the base for the fourth and final individual assignment (the case study group work is assessed only in terms of participation). To prepare the individual responses to the case study students must address the following aspects based on the course literature:

- overall goals of the proposed support system (e.g. student retention, measurable learning gains, etc.)
- elements of the system now and possibly those for the future/priorities (e.g. counselling, tutoring, PLA, admissions, advising, special needs, advocacy, etc.)
- how to organize and staff the services (organizational structures, location, skills needed)
- how to achieve your goal and objectives within the existing resources defined in the case study
- how to evaluate your practice
- rationale for choices including any factors that might be taken into consideration outside of those provided in the case study such as some generalizations from research or speculations about what might improve student learning.

OMDE 690 (Final Project & Portfolio) is the culminating course in the Master's of Distance Education curriculum. As such, it provides students at this advanced stage of their graduate studies an opportunity to demonstrate, through successful completion of these two final activities, their mastery of concepts in this field of study and practice, through a research paper or applied research project, as well as an electronic portfolio presentation which documents their professional activities and accomplishments (in addition to showing proficiency in manipulating software tools used to present, organize and record this data.

While some basic protocols are established as guidance for the students to use in organizing the portfolio, including some common elements expected in all portfolios, they are allowed certain latitude in choosing and arranging the contents. Faculty who mentor this activity and assess the final product, call for the following items to be included in some manner:

- A C.V. or resume, detailing their educational and work history;
- Information on completed MDE courses, including sample materials (e.g., papers); that serve as examples of "best practice;"
- Artifacts of other personal or professional activities beyond their MDE program, documenting any special interests, expertise, etc.;
- A reflective summative statement, which articulates the student's reflections on the overall learning experience to date, what has been gained from the process, particularly as this may relate to a career in distance education/training, and how this might contribute to future goals.

Faculty engaged in overseeing this course and in reviewing portfolios products have assembled a sample of finished portfolios submitted by MDE students in recent semesters. While not necessarily selected as exemplars of the best of these works, all are well prepared and representative of the high quality work achieved by students enrolled in this program of study.

We have selected work from four students for the Audit Team's perusal. These will be shared with the members of the team upon their visit.

Suggested Portfolios: N.N.

## *Economics*

E1	<b>Please provide evidence that the programme is set out to be sustainable, that the educational standards (e. g. learner-teacher ratio, class size) won't be compromised by variations between the planned and the actual financial performance, and that the programme's net worth will allow all currently enrolled learners to finish their programmes. Please include also reflections in your Self-Assessment on the financing of adequate service levels for the technical infrastructure, support and tutoring.</b>
----	---

### **Sustainability**

The MDE program is one of 20 graduate programs in the UMUC Graduate School. All of these programs have access to the same level of service and resources as other units in the institution. As in C2-2 the program has the commitment of senior management at both respective institutions and is perceived as a program that provides UMUC and the University of Oldenburg with a high internal and external status and adds to name recognition and perceived quality. However, the MDE has the same performance expectations as other programs. The current agreement among both of the institutions is one that provides a "block-sum" payment to Oldenburg, independent from the number of students registered for the courses that are managed by Oldenburg. This arrangement is beneficial to both parts, because it allows Oldenburg to invest in research and course development, and provides the means to sustain this successful partnership. Several initiatives are underway to ensure the entrance of new students as well as the retention of current students. These include: alumni association, presence in conferences and events, awards and accreditations and membership in key associations.

### **Cost Effectiveness**

There are several indicators that suggest the MDE constitutes a cost-effective approach to program delivery for both institutions. When the MDE program was first introduced in the Spring of 2000, UMUC already had a complete infrastructure in place that was designed to serve students and faculty at a distance and support the scale of program development and delivery. This infrastructure included a complete array of online services ranging from admissions, financial aid, and registration, to student advising, an online bookstore, and library services. With its mission of educating adult part-time students, UMUC was already well equipped to meet the needs of new students in the MDE program without significant additional expenditures for these resources. Therefore, initial expenses for the program were largely confined to the areas of course development and faculty recruitment.

UMUC and Oldenburg pay special attention to issues of cost-effectiveness. A case study on the Oldenburg portion of the MDE program on the costs of online learning was conducted by Hülsmann. The findings are published in Vol. 6 of the above mentioned ASF series (<http://www.uni-oldenburg.de/zef/cde/webvol6.pdf>).

From the standpoint of tuition revenue the MDE program has exceeded the budget expectations projected in the original MDE proposal to the Maryland Higher Education Commission (MHEC). UMUC projected a student headcount of 135 for Year III of the program (2003) and now has over 200 students worldwide.

## Technology

T1	<b>Please reflect on the appropriateness of the technologies used in respect to the targeted learners, the existing skills of the teaching staff as well as in respect to the learning objectives (pedagogical concept) and organizational and financial context.</b>
----	---

UMUC continuously develops and revises its own proprietary learning management system and is able to ensure that the technologies employed are designed specifically to meet the needs and expectations of UMUC's students and faculty. UMUC's students are mostly adult, part-time learners. These students expect and benefit from a delivery model and technologies that emphasize continuous interaction (student ↔ instructor, student ↔ student, and student ↔ content) throughout the duration of a course. UMUC's virtual classroom is built around multiple communication modalities, both asynchronous and synchronous and include conferencing, e-mail, chat, and instant messaging. Add-on technologies such as Elluminate, Marcromedia Breeze, Impactica, Audacity etc. are researched and made available to faculty (along with the appropriate training) to enhance the existing variety of media.

One of UMUC's principal strategic goals is to provide access to qualified students who wish to pursue higher education but may face barriers in time or place (or both). Therefore, the University seeks to ensure that the technology needed to participate in the fully online courses and programs is readily and inexpensively available. UMUC requires students to complete a mandatory online orientation to both online learning and *WebTycho*, the University's learning management system. New online students must also complete a mandatory course on the use of UMUC's electronic library and other academic resources.

UMUC's faculty (and in our case this training is also extended to Oldenburg faculty) must undergo mandatory training prior to teaching their first online course. The five-week training program not only covers the features of UMUC's *WebTycho* but the basic principles of online pedagogy as well. Throughout their careers with UMUC faculty can participate in a variety of professional development activities, many of which focus on specific aspects of online teaching and learning, and/or policies and procedures and which are provided online or in some instances face to face.

UMUC's organization and financial context with respect to technology is a largely centralized one. Technology expenditures are managed centrally by the information technology offices for the main campus at Adelphi, UMUC-Europe, and UMUC-Asia, rather than dispersed throughout the individual departments or delivery units. This practice aligns information technology expenses with institutional goals and allows greater economies of scale, budget control, and accountability. To ensure that information technology planning occurs systematically, UMUC has developed a centralized needs assessment and budget planning process tied to the development of the fiscal year budget.

On a program basis the use and leverage of the appropriate technologies to achieve individual course learning objectives, it is up to the individual instructors and the program directors to base their choices on sound pedagogical choices and on the premise of ease of accessibility for our worldwide student audience.

T2-1	<b>Please document the IT-strategy regarding the implementation of e-Learning indicating the technology currently used, its maintenance and considerations for future advancement.</b>
------	--

### Information Technology

At UMUC, the vice president, Information Technology, is a member of the president's cabinet and a partner in determining worldwide university needs, goals, and objectives. The Office of Information Technology has developed a strategic plan that closely aligns with the university strategic plan. Enterprise architecture provides a strategic global technology roadmap that illustrates required technology initiatives to meet university goals.

The vice president, Information Technology, chairs the IT advisory committee, which consists of members from all administrative and academic units. The committee discusses technology initiatives and

makes decisions on schedules and project milestones. The department manages a data warehouse that houses information extracted from administrative and academic systems. Using sophisticated modeling tools, the data is analyzed and used in the executive decision-making process. Within the unit, the program management department has been created to coordinate all technology projects as part of the continuing development and maintenance of a robust infrastructure. UMUC is also deploying a global PeopleSoft application that will support all academic and administrative processes, ensuring that adequate information and decision-making systems are in place to support the work of administrative leaders. UMUC has engineered a new data center to host all regional and global applications. The data center utilizes state-of-the-art network security appliances to ensure that all sensitive data is fully protected from threats. The data center accommodates around-the-clock availability. UMUC uses Sun Microsystems hardware to host the PeopleSoft and WebTycho applications.

## **WEBTYCHO**

In 1994, the Internet was in its infancy. UMUC chose to aggressively utilize this technology to enhance the delivery of its distance education courses and programs and evaluate its usefulness for improving student/faculty interaction through asynchronous delivery methods. There was no course management system capable of providing what UMUC needed to fully support online education, as a result, the university committed significant resources to develop its own platform and the result was WebTycho, UMUC's course management system. WebTycho provides complete course delivery at a distance or is used as an enhancement to on-site classrooms. It consists of dozens of interrelated applications and technologies based directly on the needs of faculty and students. The most recent evidence of UMUC's plan to ensure scalability and ever-increasing functionality is the university's investment in converting WebTycho from a LotusNotes platform to an open architecture that will permit greater scalability, conformance to national standards, and greater ease of use for both students and faculty. Plans for the next generation of WebTycho are underway to ensure this continued scalability and to improve its ability to incorporate newer technologies.

### **Functions of WebTycho**

- Syllabus and course content for faculty to deliver material
- Assignment folder for students to hand in personal work
- Conferencing for asynchronous discussions
- Study groups for small-group work
- Chat for real-time interaction
- Reserved readings (faculty-selected, copyrighted material)
- Access to comprehensive library services, including online databases and 24-hour librarian assistance
- Webliography (a potpourri of course-related Web sites posted by all class members)
- Portfolio (documentation of individual activity)
- Class members (e-mail directory)
- Robust text-creation tools
- Faculty center
- Call center, available 24-hours-a-day

UMUC approached the development and delivery of Web-based programs carefully and systematically to ensure they would be scalable and serve online students as well as those studying on-site. To successfully meet student demand, the university has invested significantly in developing the university's proprietary course delivery system, WebTycho. The university has a two-year program underway, Tycho NG (i.e. next generation), that has a timeline and milestones for developments to WebTycho that will enhance its capabilities. Further, the university is conducting planning meetings to identify new functionalities to implement once NG is complete to enhance pedagogy and ensure that WebTycho is state-of-the-art.

**T2-2 Please precisely reflect on the fit of the current IT-strategy and the results regarding the implementation so far with special focus on the e-Learning components.**

Online, UMUC distinguishes itself as a leader in delivering quality higher education to nontraditional students anywhere in the world. Attaining a leadership position requires UMUC to be proactive in its efforts to maintain a robust, scalable, and full-featured course delivery platform, easily accessible support elements and a rich portfolio of online academic degree programs.

Initially, distributed education at UMUC meant that a faculty member traveled a distance to offer synchronous, in-classroom delivery at a location more convenient for the students. As technologies improved and new methods of delivery became available, UMUC incorporated these technologies into its educational programs to increase student options for synchronous and asynchronous learning. Initially, the newer technologies included voice mail and interactive television.

In the 1990s, the most transformational technology to offer educational opportunities—the World Wide Web—became more widely available. The Web made it possible to deliver course content independent of time and place. It offered something a technology that delivered visual content, interactivity, and 24-hour access to academic and student support services through a single access point. This technological breakthrough fundamentally changed how education could be delivered and the type of education offered. UMUC perceived it as a new way to offer students the education they sought, on their terms.

Starting in 1994, UMUC adopted the power of the Internet to deliver education and that early entry into online territory has grown exponentially. UMUC is one of the largest public providers of online higher education in the world. UMUC continuously assesses user satisfaction to improve its course delivery platform for scalability and ease of use by faculty and students. The university's online offerings grew significantly as student demand fueled the development of more online degree offerings and accompanying support services to meet needs and expectations.

UMUC considers online learning and distributed education as being just the right strategy to bring education to those students who either cannot or will not attend a traditional institution. As such, asynchronous technologies fit very well within these concepts, particularly in the light of UMUC's desire to be a global institution. Of course, it is not that UMUC forsakes the use of synchronous education. In fact it still offers a number of distributed face-to-face opportunities for students to go to university. And there is a role for synchronous technologies in its distance delivery. But it is clear that UMUC (and the MDE's) near future is closely tied with asynchronous online technologies.

**T3 Please provide documented evidence on the service-level agreements and stability and/or availability of your technological infrastructure, including monitored effective server down-times, expected versus non-expected down-times, effective reaction time and other performance issues experienced.**

UMUC uses a high-availability infrastructure environment with multiple points of redundancy to ensure high levels of availability and service. This begins at the server level components, such as redundant storage systems, so that a computer disk failure does not affect service. The design of the WebTycho architecture also employs redundant servers, such that in the event of a hardware or software failure that does affect the service from that individual server, end-users are redirected to other servers which are available. This "cluster" of servers allows for a highly available server infrastructure. Those circumstances in which all of those servers may fail would include loss of power or network connectivity. Redundancy at those levels is also employed to permit failures that can be transparent to the availability of the WebTycho platform.

A variety of application, server, and network monitoring tools is employed to constantly verify average response time to the WebTycho applications. Most notably, an external service is used to repeatedly conduct an application login, navigation, and log out from three distinct world-wide locations. This allows historical measurement of these response times, availability, and real-time alerting to IT support staff when SLAs are breached. The table below, shows data with a report summary that demonstrates availability, stability and reliability of the system.

Report Summary:				
Name	Uptime %	Error %	Warning %	Last
WebTycho Complete Cluster (USA1-8 + ICM)	100.00	0.00	0.00	good
WebTycho Graduate/Overseas Cluster (USA1/3/5/7)	100.00	0.00	0.00	good
WebTycho Undergrad Cluster (USA2/4/6/8)	100.00	0.00	0.00	good
Name	Measuremen	Max	Avg	Last
WebTycho Complete Cluster (USA1-8 + ICM)	% items OK	100.00%	100.00%	100.00%
WebTycho Graduate/Overseas Cluster (USA1/3/5/7)	% items OK	100.00%	100.00%	100.00%
WebTycho Undergrad Cluster (USA2/4/6/8)	% items OK	100.00%	100.00%	100.00%

**T4** Please reflect on how the programme secures the usability and accessibility of the learning software that is internally developed or externally purchased (off-the-shelf or custom-made content). If available, please provide additional documents (e. g. guidelines, quality assurance processes, a. o. m.). If your programme is actively offered to individuals living in countries with legal accessibility guidelines (e. g. USA, UK), please provide evidence of your programme’s compliance with the respective regulatory background.

WebTycho fully complies with section 508 of the US ADA which governs access to information technology for persons with disabilities. This includes access to all WebTycho resources via the pertinent adaptive technologies for individuals with visual, hearing and physical disabilities covered under the ADA.

**T5** Please reflect on how investments in technology and content development are secured. Hence, include statements on how the technologies used by the programme tackle future technical challenges, especially in respect to internally used authoring tools, the purchase of third-party content as well as in respect to the technical delivery of the learning content.

At University of Maryland University College (UMUC), instructional technology and content development are part and parcel with the standard operations of the University. As a university that has more than 500 courses developed for the online environment, UMUC in the academic year for 2005 had more than 125,000 online enrollments. To address the needs of course content development and the technical delivery of courses, UMUC by and large does not purchase third-part content, rather, choosing to develop course content internal to the university. Additionally, UMUC is committed to delivering its instruction over it own course delivery platform, WebTycho.

### WebTycho

WebTycho is a customized program developed by UMUC to facilitate course delivery via the World Wide Web. WebTycho works in conjunction with a web browser to provide an interactive classroom experience to more than 40,000 concurrent UMUC students and faculty around the United States and the world. Uses for WebTycho range from complete course delivery at a distance to supplemental enhancement of face-to-face classrooms.

Major functions of WebTycho include Syllabus and Course Content for instructors to deliver material; Assignment Folder for students to hand in personal work; Conferencing for class-wide asynchronous discussions; Study Groups for small group work; and Chat for real-time interaction. Supporting functions include Reserved Readings (faculty-selected, read-only, copyrighted material), Library access, Webliography (potpourri of websites posted by all class members), Portfolio (documentation of individual activity), Class Members (e-mail directory), robust text creation tools, and Faculty Center (creation tools for faculty only.) Beyond their basic function, these sophisticated features allow varying degrees of customization and complexity.



## Office of Instructional Services and Support

The Office of Instructional Services and Support (OISS) promotes and exemplifies outstanding online instruction in three key areas: quality in course development; quality in course delivery; and, quality in the application of media and new technologies in online learning. The OISS is a crucial part of the broad strategic vision for UMUC to distinguish itself as the leader in delivering quality higher education to non-traditional students anywhere in the world – in particular, quality in academic programs and quality in the use of technology as a differentiator in the marketplace.

Toward this end, the OISS consists of three centers:

- Course Design and Development (CDD)
- Center for Support of Instruction (CSI)
- Center for Media and New Technologies (CMNT)

**Course Design and Development** is a critical unit that assures consistent quality in the design and content of online courses at UMUC. For most undergraduate courses, and soon, a small number of Graduate courses, teams are assembled with a course author and a peer reviewer who work with the curriculum specialist and a team of designers, programmers, and editors to write a course that meets University standards for excellence. This process allows experienced faculty with specialized knowledge and expertise the opportunity to have significant input into curricula while engaging with others in the academic discipline. CDD provides the following services:

- develops courses from contract to completion, establishing team-member roles and tasks as well as course timelines and publication
- designs and evaluates interactive, instructionally sound course components
- coordinates resources both within and outside UMUC for the creation and/or use of additional media (graphics, animation, audio, video) and programming and applets (scripts, quizzes)
- oversees the production and publication of courses for the university

CDD also offers these resources for content-management services; editing; graphic and multimedia arts; instructional design; and programming.

**The Center for Support of Instruction** works with faculty to assist with classroom setup, course design, and quality assurance. With a focus on supporting growth and quality, the CSI has faculty support consultants in the areas of Quality Assurance & Support; Training/Instructions; Course/Learning Object Development; and, Multimedia. These specialists can either work directly with faculty or help guide faculty to other resources available at the University. The CSI writes and publishes the DE Oracle, an online "e-zine" resource for faculty.

**The Center for Media and New Technology** evaluates new pedagogical approaches for Web-based courses while taking a technology-rich and media-rich approach. Specialists in educational theory, media production, and online instruction work with faculty to create multimedia components in online courses and assess their instructional effectiveness.

**The Faculty Media Lab** is a UMUC resource for faculty who are interested in developing multimedia enhancements for online courses. The Faculty Media Lab is dedicated to supporting the development of innovative resources for online teaching in a global academic community.

The Lab supports faculty, course designers, and distance education coordinators who are interested in creating multimedia enhancements for online courses. Designed to simplify the production of audio, video, and graphic resources for the online learning environment, the Lab plays a supporting role for post-course development enhancements.

## *Organisation*

**O1 Please document the existing infrastructure and support services of the programme (e. g. for learners, teaching staff, and administrative personnel).**

### **Support Services for Learners**

#### 1. Advising and Counseling

UMUC provides services and resources to help students all over the world complete their educational programs. All students admitted to degree status are assigned an advisor, who will help guide them through all steps that lead to a graduate-level degree or certificate. Advising occurs at three levels.

The first level of service is the Graduate Affairs (GA) office whose mission is to be a hallmark of student services in higher education, and to provide proactive, accurate, and courteous service. The unit strives to offer high quality service to current students through graduation. GA is committed to providing “service before request” and “service upon request.” The unit provides students with high quality, comprehensive services in the areas of registration, advising, payment options, graduation requirements, transfer and course overload requests, and special needs support. The goal of GA is to provide prompt, accurate, and courteous service to current students, faculty, and staff. Graduate Affairs offers a full range of proactive services and outreach through graduation and complements the academic mission of the institution. These efforts are intended to positively impact student satisfaction, success and retention. The GA office:

- Acts as a Point of Contact (POC) between the student and various departments within the University.
- Serves as a resource to students.
- Develops online and face-to-face services to meet the needs of working adults who attend locally and at a distance.
- Ensures that the academic preparation and needs of students entering the Graduate School are compatible with programs and services.
- Strives to adhere to a COB responsiveness regarding email and telephone contacts.
- Provides up-to-date, accurate, and timely information about policies, procedures, and programs to current students.
- Works to help increase the percentage of graduate students who successfully complete their academic programs.
- Supports and encourages students to develop personal responsibility for achieving educational goals.
- Collaborates and develops close working relationships with academic departments to ensure the developmental needs of the whole student are being met.
- Reviews and refines existing services to ensure that they continue to meet student needs.

The Graduate School’s substantial growth over the past five years necessitates improved efficiency in providing student services regardless of geographical and time constraints. To provide comprehensive services to our growing number of distance learners, UMUC has developed online services in areas such as orientation, admission, degree planning, registration, advising, financial aid, and career services.

At the second level of service, the MDE program director responds to the procedural concerns of individual students in person, by telephone, and by e-mail. For example, she may explain broad differences between the degree programs of the department, compare the face-to-face classroom experience with the online experience, solve scheduling problems, explain the preferred sequence of courses, and advise on permissible course substitutions. She refers any procedural problems to Graduate Advising. In a larger department, a coordinator would fulfill this role.

The MDE program director and faculty provide a third level of service by advising at the academic level. For example, they counsel students on the relevance of various courses to their particular career goals, approve credit transfers, and mediate problems between a student and a faculty member. They often

discuss work and course load issues and course sequencing with MDE students. Further, students are often curious about assignments and the impact of the seminar-structure of the courses. A planning tool has been developed for MDE students to use in planning their program. Taking the time for appropriate student services in the beginning may increase the likelihood of the student enrolling.

## 2. Information and Library Services (ILS)

- Overview

Over the past year, library resources in the University System of Maryland and Affiliated Institutions (USMAI) have been enhanced and have become more accessible to UMUC students and faculty through the new online library catalog, catalog USMAI (<http://catalog.umd.edu>). UMUC students may use the catalog to access the collections of the 16 USMAI libraries, which contain over nine million volumes.

In addition to making book resources more accessible, the new online library catalog system also features two new enhancements, ResearchPort and "find it" which together greatly improve the users' ability to search and make use of full-text resources. Through ResearchPort, students and faculty have increased access to local digital collections previously inaccessible and may simultaneously cross-search selected databases. Cross searching automatically combines the search results for several databases when a single search is performed which makes finding relevant articles much faster and easier. Through "find it", an article citation identified by a user in any database is seamlessly linked to the full-text of the document, regardless of the location of the full-text. The new "find it" feature greatly facilitates access to full-text resources in the catalog and library databases.

- Book Resources

Students and faculty in the continental United States may order books electronically from the USMAI online catalog for delivery to their home, or any USMAI library that is most convenient to their home or workplace. ILS also delivers USMAI books to faculty overseas. In addition to its electronic book delivery service, ILS also offers document delivery to all UMUC students, faculty, and staff worldwide (either to the desktop or via U.S. mail) for materials such as book chapters, articles, or similar documents. Further, ILS has a collection of over 16,000 electronic books (e-books) that allow users to retrieve and read entire texts online and download or print selected sections of the text. The real-time availability of e-books has significantly increased ILS' ability to meet the needs of UMUC's global population.

- Journal Resources

Since 1998, ILS has experienced remarkable growth in its ability to offer online full-text resources to global users. The online resources available to UMUC students have grown to more than 125 databases, many of which provide access to full text materials that cover a vast array of topic areas, including a number that are relevant to the MDE program (E-subscribe, ERIC, Professional Development Collection, and Teacher Reference Center) and Doctoral program (ABI/Inform, Business Source Premier and Emerald). In addition, students have access to full text dissertations in Digital Dissertations. With the increase in the number of its databases, ILS has seen a comparable increase in database usage from 4,412 user sessions in 1998 to over 625,000 in 2003. The greatest usage is within the full-text databases.

ILS currently provides access to databases and other resources through our Web Gateway, which provides users with a comprehensive starting point for using library resources. Over the past year, ILS has fully implemented the EZProxy system that allows users better access to library resources regardless of their location or Internet Service Provider.

- Instructional Services

Over the past five years, ILS has made great strides in providing instructional services to students and faculty worldwide. In response to ILS' information literacy initiative and the integration of library skills into the curriculum, ILS developed an online library skills course, UCSP 610 (Library Skills for the Information Age).

UCSP 610, developed by the librarians in collaboration with the Graduate School, is a required online self-paced graduate course that includes Web-based course materials, exercises, and quizzes. An ILS

librarian is available to respond to questions and monitors the course. Enrollments range from 600 to over 1,000 students each semester. A recent revision focused on information literacy related skills such as the research process, searching library resources including the online catalog, article evaluation, plagiarism and citation format. A pre-test and post-test have been added to better evaluate student learning. Library staff is currently working with faculty to further incorporate research related assignments into upper level classes in the disciplines.

ILS staff members provide online instruction sessions, supplement instruction with Web-based tutorials and subject guides, and also serve as visiting faculty in WebTycho (online) or WebTycho enhanced classes. In addition, UMUC's librarians provide a number of face-to-face library instruction sessions for UMUC's students. Online classes rose 115% from 2002 to 2003; when both online and face-to-face classes are considered, ILS reached 35% more students during that time period.

UMUC students may also attend any of the instructional sessions offered by the librarians at our sister campus, the University of Maryland College Park (UMCP). For students studying on-site at UMCP, there are numerous classes they can attend to learn more about using library resources.

- Reference Services

ILS uses a variety of methods to provide reference services to students worldwide, including e-mail, Web-based forms, computer-based conferences, online chats, and telephone. Between 2000 and 2003, there has been a 62% increase in the number of reference requests.

Asynchronous chat service began in April 2001 and is popular with users. According to an exit survey, 93% of users in 2003 found the service to be an excellent or good experience and 94% stated they would use the service again.

In August 2003, e-mail and chat service became available 24 hours per day, seven days per week (24/7). At the same time, ILS purchased improved chat service software that will allow librarians and students to work together, pursuing a search strategy through multiple database or Web pages. In addition to improving convenience for users, this approach will allow superior point-of-need instruction to students.

- Document Delivery Services

In 1998, ILS initiated an electronic reserves program making required readings available to classes via the WebTycho classroom. The e-reserves program has been a major success, with the number of electronic reserves requests increasing 12% from 3,895 in fiscal year 2002 to 4,361 in fiscal year 2003, following a 56% increase between fiscal year 2001 and 2002. E-reserves are currently used in 25% of all WebTycho classes, and user feedback on the quality of the e-reserves service has been positive.

To respond to the need for materials, ILS increased its interlibrary loan staff. Between 2002 and 2003, ILS experienced a 34% increase in document delivery requests processed. The implementation of Prospero in 2001 was an important factor in this increase. Prospero is a document delivery service that allows articles and book chapters to be delivered electronically via the Web in PDF format. In Fall 2003 the average document delivery time was 3.2 days. Primarily because of Prospero technology, in fall 2003 83% of requests were filled in 48 hours or less.

ILS continues to develop its services to meet the needs of both the face-to-face and online student body. With the implementation of the new online library system for the USM libraries, including the new USMAI catalog system, ResearchPort, and "find it", UMUC students will see continued improvement in the ease of use and availability of library services. The ultimate goal for ILS is to provide UMUC students and faculty with the resource or instruction they need when and where they need it.

### 3. Support Services for Faculty

- Faculty Orientations and Meetings

The Center for Teaching and Learning offers orientation sessions for new UMUC faculty as well as general faculty meetings on a regular basis.

- *New Faculty Orientations*

Orientations for new undergraduate and graduate faculty are held separately and are required for all new faculty within their first year of teaching at UMUC. The School of Undergraduate Studies holds three orientation sessions per year—one each before the fall, spring, and summer semesters. The Graduate School schedules two orientation sessions per year, one each before the fall and spring semesters.

Academic administrators notify CTL when new faculty are hired and CTL sends written invitations to the next orientation session. Orientation materials are distributed to new faculty who live outside the metropolitan DC area and are unable to attend the sessions.

#### *- General Faculty Meetings*

General faculty meetings are held each fall and spring. There are separate meetings for undergraduate and graduate faculty. All meetings provide useful information about new division policies and initiatives as well as presentations by internal or external speakers on topics of particular importance to faculty.

- Global Faculty Forum Discussion Series

The Faculty Advisory Council (FAC) and the Center for Teaching and Learning (CTL) sponsor the Global Faculty Forum Discussions. The discussions are free and open to all UMUC faculty members.

Typical Global Faculty Forum Discussions have been:

- Middle States Reaccreditation Self-Study Team Report
- The Faculty Evaluation System
- Adjunct Faculty Matters
- WebTycho (Next Generation) and other UMUC IT Issues

- Faculty Professional Development Grant Program

Professional development grants are available to undergraduate and graduate faculty in the United States who wish to attend or present papers at professional conferences in their academic fields. Up to 12 grants are awarded each fiscal year.

To qualify, a faculty member must have taught at least three semesters for UMUC and must be teaching at UMUC during the semester in which the proposed professional conference will occur. Interested faculty members must complete an application form and receive signature approval from their academic administrators before submitting the form to CTL.

Factors that are considered in selecting grant recipients include:

1. relevance of the conference to enhancing their teaching at UMUC;
2. past participation in faculty development workshops and programs at UMUC;
3. consistently positive course evaluations; and
4. service to UMUC.

Grants are available only to faculty members who do not receive funds for attending the conference from other sources. A faculty member may receive a grant only once during a given fiscal year.

For applicants who are presenting a paper, facilitating a workshop, or serving as a panelist or discussant, the maximum grant stipend is \$400. For applicants who only wish to attend the conference, the maximum grant stipend is \$350.

- Faculty Awards

UMUC seeks to recognize faculty teaching accomplishments by awarding annual awards to outstanding faculty members.

#### Graduate School

The Graduate School also selects one graduate faculty member each year as a Stanley J. Drazek Teaching Excellence Award recipient. Nominations are limited to faculty who are not full-time employees of the Graduate School and who taught during one or more of the three semesters prior to the date of nomination. Students wishing to write letters of nomination for a faculty member are asked to describe how the faculty member helps students meet and exceed course objectives; how they

encourage students to see new professional possibilities for themselves; and/or how they inspire students to apply course skills, concepts, or models to their work or community.

All faculty nominations are reviewed by a five-member selection committee and the name of the recommended recipient is then sent to the Dean, Graduate School, for approval. The selected member is then honored during the spring commencement.

- **Library Support Services for Faculty**

In addition to all of the services provided to students ILS also provides faculty with:

- Workshops that are offered face-to-face and online.
- A two-week library module in the WebTycho faculty classes required for all new online instructors emphasizing how to create an assignment that teaches information literacy skills. ILS taught 23 WebTycho faculty classes in 2003.
- The UCSP 610 course for faculty, which is open to all graduate faculty and is offered each semester.

#### 4. Administrative and Support Services for the Program

A departmental distance education (DE) coordinator makes ongoing technical support and guidance available to program directors and faculty teaching online in the Master of Distance Education program, with the goals of providing faculty with a highly supportive work environment and continually improving the technical quality of online course delivery within the department. The departmental DE coordinator continually works to improve the pedagogy and technique of online instruction. She makes support available as needed to new faculty when they are hired and enrolled in the online WebTycho faculty training class and continues to make this assistance available as faculty organize and teach their WebTycho classes. The coordinator develops and delivers training, in conjunction with DE coordinators from other departments, to faculty depending on needs and requests.

The DE coordinator is available to help faculty members prepare multimedia clips for insertion into their lessons and provides web support such as designing web pages, images, or class bars for specific programs. In addition, she is available for other faculty support such as designing and managing the departmental website.

Further, in the role of DE coordinator, she makes technical observation visits to online classrooms twice each semester. The DE coordinator remains current in technical skills and knowledge of national/international trends in online education, maintains productive relationships with other departments to help achieve Graduate School and the Master of Distance Education program's objectives, and from time to time contributes to University-wide special programs and initiatives.

<b>O2</b>	<b>Please provide a description and reflection on the programme's policy of competency development for its teaching staff. Include specific reflections on the existing training facilities for the staff involved in the design and running of the courses.</b>
-----------	--

The competency development strategies mentioned below were developed and are offered by UMUC to all of its worldwide faculty. These measures are in addition to those developed and practiced in the MDE program and are mentioned elsewhere in this document.

### **1. Faculty Training and Certification**

UMUC's Center for Teaching and Learning (CTL) offers UMUC (and Oldenburg) faculty members the following opportunities for developing and expanding their teaching and technical skills:

- CTLA 201 (Teaching with WebTycho Training Course)

CTLA201 is UMUC's baseline training course for faculty preparing to teach using the WebTycho course management system. The course is five weeks in length and is conducted entirely online. Sessions are offered throughout the year with an average of 20 faculty members in each course. All faculty wishing to teach online at UMUC must complete CTLA201.

CTLA201 offers an intensive preparation in the skills needed to teach online courses using WebTycho. During the course faculty in training participate first in the role of students, learning how to use the various features of the system, such as submitting assignments and working in study groups. They are then placed in the role of teachers, with other trainees assigned to their "class." For this portion of the training, trainees learn how to create assignments, manage online conferences, and provide student feedback. At the end of the training, trainees are evaluated on their attainment of a pre-established set of objectives and are certified upon successful fulfillment of these objectives.

## **2. Faculty Technology Conferences**

Each semester, CTL provides faculty members with a day-long conference to enhance their computer skills and learn new ways to use technology as a tool in teaching. Breakout session topics may also include pedagogy and class management issues (e.g., handling difficult students, detecting plagiarism.)

## **3. Faculty Development Workshops**

Each semester, CTL provides faculty members with evening and online workshops that provide learning and discussion opportunities about relevant issues in higher education.

### **Online Workshops (Typical offerings)**

Art of Feedback (1 CEU)

Understanding the Needs of the Adult Learner

Using WebTycho to Enhance Face-to-Face Courses

Refresher Workshop: Focus on the WebTycho Gradebook

Time Management in the Online Classroom

Identifying, Diagnosing, and Referring Student Writing Problems

Beyond Library Basics: Choosing, Using, But Not Abusing Information Resources

## **4. Peer Mentoring Program**

UMUC is known as the global university serving adult part-time students worldwide through a variety of high-quality educational opportunities. Our faculty members have substantial experience in their field of expertise ranging from arts and humanities, behavioral and social sciences, business and management, computing, education, and technology. Having expertise and knowledge is one thing—teaching the subject matter can be quite another. Teaching can also often be a solitary occupation, especially in the field of adult education where classes meet at night or at a distance. Compound these facts with the reality that UMUC students come from diverse backgrounds, needs, levels of ability, and locations, it can then be easily understood that new faculty members and faculty new to online teaching could find their experiences at UMUC to be daunting.

For this reason, new faculty members and faculty members who are new to online teaching are not only welcomed and supported by their respective discipline administrators, but they are also provided with the opportunity to participate in the Peer Mentoring Program offered by UMUC's Center for Teaching and Learning (CTL). The mission of this program is to draw together two professionals in the spirit of constructive dialogue to exchange ideas about good teaching styles, strategies, and general teaching philosophies. This dialogue can also orient subject-area experts to UMUC's policies and practices as they relate to teaching students worldwide.

### **• Mentor Selection**

UMUC academic directors, program chairs, and deans nominate potential mentors each semester and inform the Director of Faculty Development Programs in CTL. All mentors are carefully selected for their teaching competency and their ability to interact effectively and supportively with peers. These potential mentors are offered the opportunity to serve during the semester and are given self-study materials for the mentoring process. They are also rostered into the CTL Peer Mentor online classroom for discussion about mentoring issues. Mentors are usually scheduled for one mentoring partnership per

semester; however, if the mentor is available and interested, he or she may be assigned to one or two additional mentees in a given semester.

- **The Mentoring Process**

Mentoring at UMUC is a real partnership between mentor and mentee. This partnership recognizes that mentees are responsible as a planner and participant in their own professional development process. It also recognizes that mentors can be both a leader and an assistant in the process. Mentoring can be done in a myriad of ways—one-on-one, group, or by multiple mentors. Group mentoring at UMUC is accomplished through CTL's online and evening faculty development workshops, technology conferences, resource listings, etc. Mentees can also personally recruit multiple mentors who can provide advice and guidance from a variety of perspectives about relevant teaching issues.

The UMUC Peer Mentoring Program offers the one-on-one mentoring experience for interested faculty. The Director of Faculty Development Programs, in collaboration with each academic administrator, introduces the mentors and mentees and arranges for the online instructors to be registered into their respective courses. The mentors and mentees also receive the UMUC Peer Mentoring Program manual and relevant supplements that explain the program expectations and mentoring process to be followed throughout the semester in detail. By the end of the semester, both mentors and mentees are required to submit separate summary reports of their mentoring experiences to CTL. Mentors and mentees are also encouraged to share their reports with each other. After review, CTL staff forwards copies of both reports to the mentee's academic administrator with additional copies going into the mentee's and mentor's files in CTL.

## **5. Other Ongoing Faculty Support**

Continuing support for faculty is provided by

- the Center for Teaching and Learning's faculty consultant email service, designed to offer help in pedagogical and web enhancement questions.
- the Center for New Media and Technology offers training and support for all faculty multimedia efforts.
- the WebTycho technical support team
- the Information and Library Services via resource web pages and with real time chat services
- Resource materials related to academic integrity, teaching and learning online and institutional policies
- *The DE Oracle @ UMUC*, the Graduate School online magazine provides insight into technical and pedagogical issues associated with online learning
- The quarterly newsletter from the Center for Teaching and Learning
- Regular email updates from the Dean of the Graduate School as well as the MDE program directors

## **6. Sexual Harassment Prevention Training**

UMUC is committed to maintaining a fair and respectful environment for work and study. Sexual harassment is a barrier to the achievement of the university's mission. Sexual harassment of staff, faculty, or students is unacceptable conduct and will not be tolerated.

Sexual harassment has been a serious workplace issue for many years. Several high-profile cases in the courts have held employers liable for the actions of employees. The courts have ruled that sexual harassment is a form of discrimination under the Civil Rights Law of 1964. This liability puts the burden of preventing sexual harassment and training employees on employers.

The UMUC Office of Diversity Initiatives is providing "Preventing Sexual Harassment" training online. This will enable all members of our global community to better understand what constitutes sexual harassment—what is and what is not acceptable behavior in today's work environment.

All faculty and staff who did not participate in "Preventing Sexual Harassment" training between January 2001 and January 2002 are required to complete the online training. The course is now available on the university's Web site at <http://www.newmedialearning.com/psh/umuc/index.shtml>



## 7. Faculty Recognition

Faculty members are recognized for their teaching excellence through the Stanley J. Drazek Teaching Excellence Award and UMUC Teacher Recognition awards.

**O4 Please document the programme's quality and evaluation processes and instruments addressing aspects like the teaching performance, the pedagogic quality of the programme and the effective use of resources. Also include at least the results of the most recent quality evaluation.**

### Expectations for Faculty Teaching at UMUC

The guidelines shown below represent a base-line set of standards for teaching in both the online and face-to-face classrooms. They are grounded in the UMUC research studies into best instructional practices of the Graduate School and in the Best Online Instructional Practices Study produced by the Office of Evaluation, Research, and Grants. They also draw on the combined experience and expertise of those at UMUC who work closely with online and face-to-face teaching faculty and reflect extensive input from the Center for Teaching and Learning, the Graduate School, the Faculty Advisory Council, UMUC Asia and Europe, the School of Undergraduate Studies, the Office of Evaluation, Research, and Grants, as well as the Provost's Office.

The Expectations for Classroom Setup and Online Teaching document was presented and approved at the Academic Affairs Council in June 2004, with the intention that it should be circulated throughout the university community, and incorporated into future faculty handbooks, guidelines, and training.

As a base-line set of expectations, the documents below are meant to promote consistent quality standards throughout UMUC.

#### 1. Graduate School of Management & Technology Expectations for Faculty Teaching

All Graduate School of Management & Technology (GSMT) faculty members, whether teaching online or face-to-face, use UMUC's online course delivery system, WebTycho. This document outlines GSMT expectations including instructors' use of WebTycho to achieve UMUC's goal of providing the highest-quality education to its students. In addition to observing the expectations listed below, faculty should work closely with their program directors to comply with individual program expectations and practices.

**I.** After appointment but prior to teaching for GSMT for the first time, all faculty members are required to earn certification in the Teaching with WebTycho training course. Information about faculty WebTycho training is available at [www.umuc.edu/facdev](http://www.umuc.edu/facdev). All faculty are also expected to be familiar with, and to adhere to, established UMUC and GSMT policies and procedures. UMUC's Policy Manual is available at <http://www.umuc.edu/policy/>. The UMUC Stateside Faculty Handbook is available at <http://www.umuc.edu/faculty>. In particular, faculty should ensure that they comply with the following:

- Faculty with students who have been granted an accommodation by the office of Disabled Student Services must comply with the agreement. Further information is available at [www.umuc.edu/studserv/dss](http://www.umuc.edu/studserv/dss).
- Faculty must accommodate students who have legitimate reasons to miss assignment and/or examination deadlines in their classes.
- At the end of the semester, faculty must submit final grades online according to the UMUC grade submission policies and schedules within 72 hours of the last day of class.

**II.** By one week prior to the first day of class, all faculty members are expected to provide the following in their WebTycho classroom(s)

- Accurate email address
- A welcoming announcement
- A complete syllabus, including grading information and course schedule. Faculty must use the approved syllabus provided by their departments; they may not alter boilerplate information and should consult with the program director on any changes.

- How and when they may be contacted and guidelines for individual consultation
- A completed Gradebook setup that includes all assignment titles, due dates, and weights, the total of which must add up to 100%
- GSMT's "Read Me First" document, [info.umuc.edu/de/faculty/rmf/](http://info.umuc.edu/de/faculty/rmf/)

Online faculty have additional requirements for setup of their online classrooms by one week before the first day of class:

- An up-to-date biography
- Classroom management/"housekeeping" information about the class, including such information as the instructor's preferred file formats, labeling conventions for assignment submission, and method for submission; introductory information about the course, and any required departmental information
- An introductions conference where students are able to post and interact with each other informally. (In cohort programs, only the first conference need include introductions.)
- A conference where students can ask administrative questions throughout the semester about the course and the instructor's expectations. (This function can be a separate conference or part of a cyber cafe or other non-content-based conference).

III. Throughout the semester, all faculty are expected to

- Respond to student inquiries promptly, even if it is just to let students know that the instructor is working on the inquiry and will reply fully as soon as possible.
- Clearly state the criteria or create rubrics to manage student expectations regarding grading of all course requirements, including assignments, projects, and class participation.
- Provide adequate feedback on all assignments that acknowledges strengths and offers suggestions for improvement and growth
- Post all grades promptly in the Gradebook, even if hard copies are being returned in face-to-face classes. On minor or weekly assignments (e.g., problem sets), students should receive grades/comments prior to the following lesson; on major assignments (e.g., term papers, exams), students should receive their graded assignments back within two weeks.
- Contact the Student Relations Coordinator at [graduateschool@umuc.edu](mailto:graduateschool@umuc.edu) if they suspect plagiarism in student work.

**Online faculty have additional requirements throughout the semester:**

- Be "visible" and active in the classroom several times a week to let students know they are involved and "listening." Activities should include the following:
  - Post dated class announcements at least weekly
  - Post materials and conference topic threads on a pre-announced and consistent schedule.
  - Visibly facilitate class discussions
- Manage conferences actively to promote critical thinking, community-building, and idea and experience sharing, treating the conference area as the heart of the WebTycho classroom. To this end, faculty should:
  - Create at least one content-focused conference for each week or unit of the course.
  - Provide deadlines and clear guidelines for conference participation
  - Start initial conference topic threads, interject as appropriate during the week, and provide summary comments as needed
- Organize class activities so that they take place primarily in the online classroom, rather than by e-mail, phone, or mail.
- Remain aware of the activity level of all students and, as needed, privately contact individual students who are not participating actively.
- Bring their professional expertise and experience into the classroom in terms of content and currency of course material.
- Ensure accuracy in all classroom materials (i.e., materials should be free of grammatical and spelling errors, and due dates and content should be current).

UMUC is committed to providing its faculty with the technical, pedagogical, and administrative resources to utilize WebTycho and teach effectively. Among these resources are the program directors, the staff of the Center for Teaching and Learning (CTL) at <http://www.umuc.edu/distance/odell/ctl>, and the staff of the Center for Support of Instruction (CSI). CSI publishes the DE Oracle @UMUC, an online "learning magazine" for UMUC faculty, at <http://info.umuc.edu/de/ezine>. This group is available to assist with classroom setup, course design, and course enhancements. The DE Oracle lists CSI contact information.

## **2. Institutional and Outcomes Assessment**

The strategic and implementation plans are supported by a wide range of ongoing assessment activities and metrics.

UMUC's institutional assessment planning and process are founded in the mission, goals, and objectives of the university and further articulated in the strategic plan. The strategic and implementation plans are supported by a wide range of ongoing assessment activities and metrics. These include topical reports and research, such as the student focus groups and analysis of data conducted for UMUC's recent retention initiatives. They also include external reports; regular periodic measures such as degrees awarded, retention and graduation rates, and annual headcounts and enrollment projections; course evaluations; academic program reviews; and faculty and student surveys.

UMUC has clearly articulated its expectations of student learning at the institutional level in the Institutional Plan for the Assessment of Student Learning Outcomes, which spells out the core learning areas adopted in 2003 as those to be met by all UMUC graduates. Assessment takes place at all levels: institutional, program/degree, and course level.

Performance of administrative units is assessed through measures of effectiveness and efficiency such as response time and cost-benefit, as well as customer needs and satisfaction evaluated through surveys, logs, and usage data. For UMUC, the institutional assessment plan consists of the strategic plan and its specific objectives, measures, and objectives; the implementation plan used by the Executive Committee; the resulting data collection and monitoring; and the reporting of results for both evaluation of implementation activities and adjustment of the strategic plan. Together, the component assessment activities and processes provide multiple, varied measures to evaluate and improve institutional activities, planning, and resource allocation.

## **3. Assessment Plan and Process**

UMUC's institutional assessment planning and process are ongoing assessment activities and the development of metrics and include the following:

- Topical reports and research such as the student focus groups and analysis of data conducted for UMUC's recent retention initiatives.
- External reports; regular periodic measures such as degrees awarded, retention, and graduation rates, annual headcounts and enrollment projections; course evaluations; academic program reviews; and faculty and student surveys.
- A "balanced scorecard," now under development, that will report on 20 to 25 key indicators for an overview of progress toward strategic directions.

Performance of administrative units is assessed through measures of effectiveness and efficiency, such as response time, cost-benefit, and customer needs and satisfaction, which are evaluated through surveys, logs, and usage data.

Performance of academic units is regularly assessed through multiple metrics including enrollments, grade distributions, and student course evaluations.

## **4. Assessment**

In addition, each major academic program in the undergraduate and graduate schools undergoes a full academic program review every five years. The review analyzes data including enrollment and graduation rates, faculty demographics, grade distributions, and course evaluations as well as student learning outcomes. The review includes a report from an external reviewer not affiliated with UMUC.

Recommendations for program changes resulting from the review are considered by curriculum oversight

committees and the provost and are sent to the state for response. The Master of Distance Education program went through such a program review in 2003, and the document is included in this report.

At the unit and individual levels, Performance Assessment and Development Plans for exempt employees allow performance evaluations to focus on objectives and measures for success that derive from the institutional goals and measures applicable to their area of performance.

For UMUC, the institutional assessment plan consists of the strategic plan and its specific objectives, measures, and objectives; the implementation plan used by the Executive Committee; the resulting data collection and monitoring; and the reporting of results for both evaluation of implementation activities and adjustment of the strategic plan. Together, the component assessment activities and processes provide multiple, varied measures to evaluate and improve institutional activities, planning, and resource allocation.

## **5. Resources for Outcomes Assessment**

The university has invested considerable resources to support its commitment to outcomes assessment. This is significant given UMUC's identity as a state institution with marginal financial support and as a teaching institution that is not heavily subsidized by grants, as are many research universities.

Funds have been allocated for assessment tools to gain valid and reliable student learning data in core learning areas, as well as for other activities discussed. Extensive resources have been devoted to the development of an infrastructure to support and guide assessment.

## **6. Teaching Evaluation of UMUC Faculty**

### **Student Course Surveys**

To evaluate teaching, the university uses data from student course surveys and class visits and reviews course materials.

The student course evaluations are conducted routinely throughout the year. The Office of Evaluations, Research, and Grants (OERG) is responsible for distributing and processing student course evaluations for all undergraduate and graduate disciplines and data is analyzed to identify best practices. This enables UMUC to continue providing quality educational services and products to all of its students worldwide and provide summary feedback to individual faculty, deans, asst. deans and the provost's office.

The course evaluation form is available to students enrolled in all courses (in all delivery formats) and is set on a five-point numerical scale that also provides space for handwritten or typed student comments. The numerical responses are statistically analyzed and a number of summary reports are generated from this analyzed data. Faculty members receive a copy of their individual summary report, along with student comments (if any) once grades are distributed. The dataset constitutes a very large sample of the total set of respondents and is regarded as representative. Implicitly, this process aims to further improve the survey instrument.

The university conducts numerous analyses of the student course survey data collected in its classes. In addition to evaluation of the faculty, these analyses serve a variety of purposes including the pinpointing of best practices, e.g., the relationships between survey data and course outcomes, and the identification of issues and strategies for academic management, e.g., a comparison of specific student preferences in online and traditional on-site classes. To assist in faculty evaluation, statistical summaries of faculty evaluations are available to academic administrators and faculty. These summaries include mean and standard deviation on each of the course survey items provided by students in that particular class. Also provided are the mean and standard deviation of the course survey items for all faculty members in the same department and for all faculty members in the school.

Student satisfaction with the program, as measured by UMUC's formal evaluation system, is quite high. UMUC asks students to rate their satisfaction with various aspects of a course on a five-point Likert scale from (1 = Strongly Disagree) to (5 = Strongly Agree). For the period Spring 2000 through Summer 2001 students gave the required course *Foundations of Distance Education* (OMDE 601) an overall rating of 4.23 out of the possible 5.00. During the same period, students who took the course responded to the statement "My professional goals were met by the course" with a rating of 4.35. These results are all the more impressive when one considers that a) the sections taught during that period were among the very first offered in the MDE program, and b) each section was taught by different faculty members in

different “teams” (Student Evaluation Results, Office of Evaluation, Research, and Grants (OERG), 2000-2006 and Bernath/Rubin 2003).

The most recent results from the spring 2006 term Student Evaluation Results (OERG , 2006) are:

UMUC (Spring 2006-Online) Graduate Course Rating By Students: REPORT 2: PROGRAM - INSTITUTION COMPARISON																				
Data as of 5/11/06. (All ratings on 5-point scale, 1=Strongly Disagree, 5=Strongly Agree)																				
QUESTIONS	Program rating						Overall Institution													
	Str	Disagree	Str	Agree	NA	Mis	Mean	STD	No.	Str	Disagree	Str	Agree	NA	Mis	Mean	STD	No.		
5 Fac well prep	3	3	9	64	96	0	2	4.41	0.81	177	223	312	923	3494	4326	0	117	4.23	0.93	9395
6 Good pres	2	6	20	66	78	0	5	4.23	0.87	177	273	505	1085	3801	3617	0	114	4.08	0.99	9395
7 Stan Intrust	5	10	22	67	71	0	2	4.08	1.01	177	325	600	1437	3745	3168	0	120	3.95	1.03	9395
8 Fair Grade	4	3	12	74	75	0	9	4.27	0.86	177	181	363	1150	4070	3433	0	190	4.11	0.91	9395
9 Hlpfl Fdbck	7	10	15	64	78	0	3	4.13	1.06	177	351	619	1236	3659	3382	0	148	3.98	1.05	9395
10 Access	3	0	8	68	94	0	4	4.45	0.74	177	198	281	914	3518	3866	0	218	4.20	0.89	9395
11 Concern	4	4	25	67	66	0	11	4.13	0.92	177	394	496	1833	3502	2926	0	354	3.92	1.01	9395
12 Int Chngng	4	3	19	65	82	0	4	4.26	0.89	177	128	292	850	4367	3652	0	106	4.20	0.83	9395
13 Clr Obj	2	2	5	83	84	0	1	4.39	0.71	177	133	209	556	4438	3930	0	89	4.27	0.79	9395
14 Clr Qud Cuit	3	3	6	78	85	0	2	4.37	0.78	177	123	209	584	4341	4047	0	91	4.29	0.79	9395
15 Valu Assgmt	5	3	15	75	75	0	4	4.23	0.90	177	171	372	992	4433	3324	0	103	4.12	0.88	9395
16 Rqrd Text	4	4	23	64	74	0	8	4.18	0.82	177	254	521	1233	4330	2364	0	193	3.98	0.94	9395
17 Cchr Crs Mtrl	2	1	22	75	68	0	1	4.23	0.79	177	147	301	1243	4254	2538	656	256	4.03	0.86	9395
18 Eff Use Tech	7	11	22	35	31	62	9	3.68	1.19	177	191	380	1490	2858	1590	2496	410	3.81	0.96	9395
19 Eff Writing	5	13	36	65	38	16	4	3.75	1.02	177	186	639	2127	3889	1950	445	259	3.76	0.94	9395
20 Cmptr Skills	10	19	53	41	25	23	6	3.35	1.11	177	272	1001	2583	2847	1360	593	339	3.50	1.02	9395
21 Use Resch	5	11	29	69	49	8	6	3.90	1.01	177	121	293	1263	4356	2396	270	196	4.08	0.84	9395
22 Gbl Prspctv	3	11	41	57	50	10	5	3.86	0.99	177	150	569	1855	3746	2166	654	247	3.85	0.94	9395
23 Crit Thinkng	3	6	23	80	60	0	5	4.09	0.88	177	132	327	1279	4761	2722	0	174	4.04	0.84	9395
24 Lab Actvty	1	0	27	20	18	98	13	3.82	0.89	177	97	167	1347	1989	1074	4169	552	3.81	0.90	9395
25 Rmnd CORS	5	5	28	67	68	0	4	4.09	0.96	177	267	407	1235	4438	2861	0	187	4.00	0.94	9395
26 Rmnd FAC	8	4	23	55	83	0	4	4.16	1.05	177	499	528	1230	3404	3579	0	165	3.98	1.11	9395
27 Pers Goals	5	5	18	78	66	0	5	4.13	0.92	177	221	456	1339	4827	2340	0	212	3.94	0.90	9395
28 Prof Goals	6	4	18	74	66	0	9	4.13	0.95	177	214	416	1305	4728	2471	0	261	3.97	0.90	9395
29 Struc to Lrng	5	7	21	75	65	0	4	4.09	0.96	177	275	557	1368	4721	2324	0	180	3.89	0.95	9395
30 Stdnt Intrust	2	6	25	73	69	0	2	4.15	0.87	177	161	366	1084	4366	3272	0	146	4.11	0.88	9395
31 Fac-Stud Intx	4	12	24	74	60	0	3	4.00	0.99	177	372	808	2003	4031	1968	0	213	3.70	1.03	9395
32 Tech on Own	1	1	4	65	104	0	2	4.54	0.63	177	56	73	397	4546	4143	0	180	4.37	0.66	9395
Instructor Overall (05-11, 26)							4.23	0.74								4.05	0.84			
Course Overall (012-17, 19-23, 25-26, 29-31)							4.08	0.65								3.99	0.67			
Course Design (012-18, 24)							4.21	0.66								4.10	0.66			
Pedagogy (05-7, 12, 15)							4.24	0.74								4.11	0.79			
Interaction (05-11, 30-31)							4.18	0.71								4.00	0.77			
Course Objectives (019-23)							3.83	0.80								3.86	0.73			

The UMUC evaluation form can be found at:

<http://lspace5.via-on-line.de/Oldenburg/ait.nsf/EvaluationUMUC?OpenForm>

and an example of an Oldenburg evaluation form can be found at:

<http://www.uni-oldenburg.de/zef/cde/quest/608final.htm>

## 7. Student Learning Outcomes Assessment

### Articulated Expectations of Student Learning

UMUC has clearly articulated expectations of student learning at the institutional level in the Institutional Plan for the Assessment of Student Learning Outcomes, which spells out the core learning areas adopted in 2003 as those to be met by all UMUC graduates.

Expectations at the degree/program level have been defined for the graduate and undergraduate schools and appear in their plans and/or in the catalog description of the programs. Program-level expectations integrate discipline-specific outcomes and the core learning areas.

Course-level outcomes are articulated in the syllabi for individual courses.

Assessment takes place at all levels: institutional, program/degree, and course level.

## 8. Assessment Plan

UMUC began formalizing assessment of student learning in 2001 with discussions including the School of Undergraduate Studies and the Graduate School of Management and Technology, as well as the (then) Office of Distance Education and Lifelong Learning. In 2002, a draft plan was circulated for review and comment.

In 2003, the current plan was formally adopted. Creation of an outcomes assessment infrastructure has been important for moving forward on student learning outcomes assessment. From the start, outcomes assessment planning has included representation from both schools, as well as research and evaluation units.

Over time, the assessment task forces evolved into a more formal Research Steering Committee chaired by the provost. The vice provost for academic affairs serves as the principal link between the faculty and administration with regard to outcomes assessment. This individual provides resources for all institution-wide learning outcomes assessment activities. The executive director, Office of Outcomes Assessment, provides day-to-day leadership for assessment activities.

The Institutional Plan for the Assessment of Student Learning Outcomes establishes the overarching framework for all activities related to student learning assessment. The plan describes the learning outcomes and the activities undertaken to assess them, including an implementation timeline detailing specific actions and anticipated due dates. The plan and priorities, developed by the Office of the Provost with the guidance of the Research Steering committee, are monitored, updated, and revised by the executive director, Outcomes Assessment. Each school-level plan details the individual school wide approaches to student learning assessment based upon the respective school missions, strengths, and academic programs. All demonstrate guiding principles that devolve from the institutional mission and are founded upon the overarching framework. (MDE Program Assessment Plan: Program Outcomes and Learning Assessment Criteria; see also “MDE Program Outcomes” in PR1-1 in this document).

**O5      Reflect on how student complaints are sought and dealt with and how complaints have been used so far to improve the programme. If available, please provide some compelling examples.**

UMUC and The Graduate School of Management and Technology have a formal procedure for responding to both student complaints and student violations of the university’s academic integrity and behavior codes. The Office of Student Affairs maintains records of complaints and grievances in logs and spreadsheets. A record of the resolution of the complaint or grievance is kept in the student’s academic record. The Office of Student Affairs conducts periodic internal reviews related to complaints and grievances. The purpose is to ensure that policies and procedures are updated, fair, and equitable. Policies and procedures are modified as appropriate and immediately communicated to staff. Policies are updated annually in the graduate catalogs and on Web pages. The Graduate School of Management and Technology has staff charged specifically with the responsibility for addressing student complaints and grievances. Records are maintained by these individuals in accordance with the university’s records retention and disposal schedule. Academic issues, e.g., academic dishonesty and plagiarism, are brought to the attention of the provost, who then applies a consistent policy, which can be found in the Student Code of Conduct and on the policy Web page. The university’s Student Appeals Committee addresses student requests for review of academic, registration, and refund policies as they specifically relate to individual student situations. This committee is responsible for correspondence with students from initial contact, through the discovery stages, and to the ultimate formulation of a resolution. Committee decisions are subject to the final approval of the vice provost, Student Affairs, and university registrar.

Students are encouraged to raise their complaints directly with the instructor. If the instructor cannot resolve the issue, then the issue is moved to the Program Director’s level. If the Program Director cannot resolve it, then the issue is sent to the Graduate Dean’s office where there is a specific position designated to receive, process and resolve student complaints and violations.

In addition, students are asked open-ended questions on all course evaluations, which allow them to state their satisfactions and dissatisfactions with the course and/or instructors. The comments are reviewed by the Program Director at the end of each term and faculty are counseled regarding modifications of the course or their teaching, if appropriate.

In the case of the MDE we have had complaints regarding grading, delay of feedback, instructor’s teaching style, the course content being too difficult, the course content being too easy, the course evaluations, the lack of explicit criteria for specific assignment grades (rubrics), lack of certain content in some courses, among others.

Often the complaint is a matter of opinion/judgment (as, for example, a student complaining that the content is too easy or the student was expecting more “hands-on” and less theory). These complaints are passed on to the instructor and in consultation of the Program Director, they use their best judgment as to whether or not action is required. An example of this was in the Technology in Distance Education

course, where a number of students complained that there was not enough practical “hands on” / “how to” information in the course. As a direct result, when the course was revised, more practical applications were included in the curriculum. Another example were complaints from students regarding the slowness of feedback and the lack of timely online appearances of the faculty member in the Web-Based Learning and Teaching course. In this case, it was the Program Director’s responsibility to enter the online classroom and observe. When the student’s complaints were seen as justified, the faculty member was immediately counseled regarding the faculty’s appearance in the course and the timely grading and return of assignments. When this failed to resolve the issue, the faculty member’s contract was not renewed.

When the complaint is in regard to grading, the student is expected first to raise the issue with the faculty member. If the student cannot resolve the issue with the faculty member, the student can then formally ask for resolution at the Dean’s level. In these cases, there is a formal investigation to determine whether or not there was evidence that showed the grading was arbitrary or capricious. If so, the student’s complaint is upheld and the grade is changed. However, few of these cases are resolved in the student’s favor.

## *Culture*

<b>C1</b>	<b>Reflect on the programme’s expectations towards the students and teaching staff and the targeted learning culture. By doing so, explain the ideal type of learner and teacher your programme strives for (e. g. self-regulated learner, teacher as a facilitator and enabler of learning).</b>
-----------	---

As noted elsewhere, the Master of Distance Education program takes the perspective (as does the rest of the Graduate School) that the program should focus on the student’s learning process. We maintain the view that students coming to graduate school are responsible for their own learning and are in graduate school (particularly UMUC’s students, which are usually mature adults) as apprentice professionals, and that their learning process should not be too different than that of the faculty. In other words, they are adults who are capable of directing their own learning, and should be treated as such. This view is articulated very well in Vol 6 of the ASF book series on pp.215 ff by Otto Peters, one of the MDE’s guest faculty, with his vision of the autonomous learner. Professor Peters believes that the process of education is one of enabling the student to become an independent, self-directed learner. This concept encompasses part of the readings in the Foundations of Distance Education course and is one in which the program is embed. Indeed, students are expected to try to embody that concept in their own behavior within the program. We more or less try to say to the students, “your goal is to become one of us.... a professional in the field. Therefore we expect you to act as one of us (or at least to gradually learn the necessary and appropriate behaviors and attitudes). When we learn about new concepts and new ideas in our discipline, we do so mostly as autonomous learners, since we cannot rely primarily on others to structure the learning environment for us or to create orderly content structures to guide our learning.”

Unfortunately, the concept of the autonomous learner is not always emulated by the students in the program (as it is not always emulated by all of the faculty and staff of the university and in the program). UMUC is an open university in the sense that our programs are actively promoted to a wide range of students and these students enter with a fairly wide array of skills and knowledge. Many students come from previous educational and work environments, which did not promote the development of independent learning skills. Many of these students want (and expect) to have fairly structured learning environments with quite rigid scheduling to support their learning. Despite this, the program still maintains the expectation that students will work toward the development of independent study skills, especially since they are members of the MDE program and aspire to professionalism in the field. Toward this end, the MDE provides its students with several tools that may help them and supports these goals. Several MDE faculty have developed short tutorials to give students guidance when they first begin in the program (<http://info.umuc.edu/mde/started.html>). Another faculty member created an extensive tutorial for the development of a learning portfolio – a requirement of the final course in the program (<http://www.uni-oldenburg.de/zef/christinewalti/tutorial/>). A number of additional tools are also

provided to the students to help them learn skills necessary in becoming a more independent learner (<http://polaris.umuc.edu/mde/tools.htm>). The following links might also be of interest:

<http://www.umuc.edu/gen/virtuniv.shtml>

[http://www.umuc.edu/students/ugp\\_ss/advising.shtml](http://www.umuc.edu/students/ugp_ss/advising.shtml)

[http://www.umuc.edu/prog/ugp/ewp\\_writingcenter/wc\\_home.shtml](http://www.umuc.edu/prog/ugp/ewp_writingcenter/wc_home.shtml)

We also try to provide our students with opportunities to attend conferences, publish papers, and network with other professionals. In the past we have been successful in securing modest funding from a few organizations (Nokia in Finland and Volkswagen in Germany) to support papers from our students to attend some focused workshops on e-learning (The Nokia workshop was on Mobile Learning and the Volkswagen workshop was on collaborative learning). Several of our students have been chapter authors in the Oldenburg ASF series of books and others have published as co-authors with MDE faculty in peer-reviewed journals. When faculty attend conferences, we try to announce this in our classes and the faculty will often meet with those students who attend the respective conferences.

### **Student Achievements**

Student achievements are documented in 1) OMDE 690 projects and 2) in the portfolios consisting of documented achievements attained throughout courses in the program and especially developed by students for the program.

A specific example of success in this area comes from a current student who, for one of her assignments in the foundation course OMDE 601, was inspired to develop and actually implement a Distance Education Service & Support Program (DESASP) for U.S. military personnel and their families stationed in remote areas of the United Kingdom. Not only did this student provide valuable services to a community of distance learners; she also learned important, sometimes hard lessons about establishing and running a not-for-profit, largely volunteer services organization. Of her experience she wrote, "The MDE program has given me the confidence to develop a program that has become an important part of this remote military community. It has taught me the importance of interaction in a learning environment, the importance of research, and project management, design and evaluation" (Personal Communication, 2004).

Recent graduates of the program also provide an important gauge not only of learning effectiveness but also of the MDE program's success in reaching its target audience. For instance, of the eight students who received the MDE in May 2003:

- One is a program director for the Curriculum Development Center at the Defense Acquisition University (DAU). She is responsible for the content of a suite of DAU courses and is in the process of converting some of them to Web-based delivery. She credits the MDE with having provided her "a better understanding of basic educational theories as well as how to manage the development of courses that will be taught via distance modes."
- One is a government contractor working on the establishment of Web-based courses and a learning management system for the U.S. Department of Defense's Clinical Information Technology Program Office (CITPO). She recently gave what we consider the ultimate compliment when she wrote, "I have been able to use what I learned to make sure that the courses are delivered on time and within budget. I oversee the project from the customer's standpoint and ensure we are getting a quality product. I try to stay on top of what is happening in the distance learning field so that in the future we may add to our programs."
- One is a project manager for a distance learning/Web-based training program in the National Association of Student Financial Aid Administrators (NASFAA). The research she conducted on learning communities for her capstone project was not only directly applicable to her work at NASFAA but was also taken under consideration by the MDE directors in the review of the program itself.
- One became a member of Oldenburg's adjunct faculty team and an instructor of two courses in the MDE program. Her research focuses on learning journals, e-portfolios, communities of practice, and quality matters and assessment in e-learning and online environments. In addition, through her current employment she is co-chair of the Maryland's state-wide community colleges'



Distance Learning Affinity Group, which is charged to discuss Distance Learning topics i.e. partnering with online vendors/partners and share experiences as well as courses.

If learning can be said to be effective when students are able to apply it not only in the classroom but in the real world as well, then the above information suggests that the MDE program has a proven record of excellence in that endeavor.

### **Student Satisfaction**

Since the initial implementation of the MDE program in Spring 2000, formal student feedback has been received for every course that has been offered. Course evaluations are carefully monitored to measure student satisfaction with each course and to make adjustments as appropriate. For example, during the period Spring 2000 to Summer 2002 the foundation course OMDE 601 received a weighted mean overall rating of 4.17 out of a possible 5 on a Likert scale (the range of individual student ratings was 4.02 to 4.55) (Bernath & Rubin 2003, pp. 32 – 40). While this and similar student feedback has been positive, the survey answers have also provided UMUC and Oldenburg with ideas for improvement in specific courses. Other avenues for student feedback have included additional questionnaires in selected courses, face-to-face meetings with faculty (such as the meetings held in Oldenburg, Germany, Adelphi, Maryland, Orlando, and Oldenburg), teleconferences, and a program-wide discussion forum as well as student and faculty involvement in the program review process.

UMUC as an institution strives through newly evolving initiatives to provide comprehensive services and to increase the availability of self-service opportunities as well as enhancing the creation and delivery of academic programs. Course development is carried out by faculty and teams. Standardization and scale are achieved through the use of a common syllabus structure, which includes course descriptions, learning objectives, texts, and academic policies across all course sections. Interaction is promoted through the threaded conferencing system in WebTycho. Accessibility and scheduling are regularly discussed with faculty to best meet students' needs (UMUC Self-Study Report, 2006).

<b>C2-1</b>	<b>Please provide a documented innovation and implementation plan that explains the major steps of future development. If there is no documented innovation and implementation plan, please explain why you think that you do not need such a planning document.</b>
-------------	--

At UMUC the entire institution regularly deals with this issue and the MDE program directly reflects the institution, its role in e-learning, and its leadership role in online and distance education. While UMUC as a whole has detailed planning document for innovation and implementation, the Academic Program Review performed in 2004 and resulting recommendations of the APR's External Reviewers relate directly to the MDE as well as the following re-alignment efforts as they pertain to the MDE<sup>1</sup>.

### **Re-alignment Efforts**

The MDE participation in UMUC's ITS re-alignment plan establishes a major challenge for redesigning the program at different levels. The architecture proposed in the re-alignment focuses on specializations, which currently do not exist in the MDE. Thus, the architecture of the program needs thorough re-thinking; so that someone entering the program is able to find her/his clear career path among the offerings. This is an enormous opportunity for quality improvement and for attracting new students if done well. The re-design will allow DE specializations to be integrated in different programs throughout the Graduate School, showcasing the area for which UMUC as an institution wishes to be recognized and made visible. Moreover, this process allows for a systematic course development/revision process, where courses are not treated as silos, but are revamped in orchestrated fashion within a holistic view of the program. In order to accomplish this major task, we envision the following roles as essential:

- Coordination of re-design;
- Profiling career paths;
- Integration with other programs in the Graduate School;
- Coordination of course development and revision; and

---

<sup>1</sup> The following are excerpts from 'Sustaining the MDE as a worldwide world-class program' Stella Porto & Thomas Huelsmann, January 2006.

- Quality control

The re-alignment taking place within the Graduate School's ITS department, and further throughout the Graduate School provides an opportunity to integrate the MDE with other graduate programs. This integration represents opportunities of visibility, growth and synergy. Thus, the effort foreseen to apply the re-alignment guidelines and rules to the MDE will encompass the goal of outreach to students beyond the MDE program borders.

The re-alignment has significant impact on MDE courses offered by UMUC, as follows.

- OMDE 602 (Distance Education Systems) has for some time now been on the priority list for course revision. It will remain a core of the program, given that it has a function of providing a systems view to students in the distance education enterprise.
- OMDE 603 (Technology in Distance Education) was recently reviewed by Gila Kurtz and Judy Roberts. It will, thus, not be on the list for revisions for some time. However, it will most probably continue to be a required core course in the program giving the basic foundations of technology in distance education.
- OMDE 604 (The Management of Distance Education 2: Leadership in D.E.) was also recently reviewed, which allowed a greater focus on the aspect of leadership. Given the creation of a MDE specialization in management and policy, the course will become a required course within that specialization. This will allow the inclusion of possibly another course with greater focus on general management and administration of the DE organization.
- OMDE 607 (Instructional Design and Course Development in Distance Education) was revised in 2005. There are no changes foreseen in the near future. It will most probably remain a required core course in the program.
- OMDE 611 (Distance Education Library Services) needs urgent revision and will become a required course in one of the specializations. This will give greater attention to an important area in DE.
- OMDE 614 (Intellectual Property and Copyright<sup>2</sup>) was rarely offered and thus needs total re-development. It will become an important asset in the specialization of DE policy and management.
- OMDE 621 (Training at a Distance) was originally developed by Greg Kearsley and has been taught according to the initial format. It will become a required course in the new added specialization focused on teaching and training and will need revision given its new role in the program curriculum.
- OMDE 622 (The Business of Distance Education) was never fully developed in an integrated way. It is a top priority for re-design in 2006, and will remain such in light of the re-alignment and given the growth of DE organizations and e-learning businesses.
- OMDE 623 (Web-Based Learning and Teaching and The Virtual University) needs urgent revision and will become a required course within the specialization of teaching and training at a distance.
- OMDE 631 (Advanced Technology in DE 1 - Synchronous Learning Systems), in the initial proposal, was planned to be combined with OMDE 632. It is not clear that this will be the case. However, it is evident that together with OMDE 603 OMDE 631 and OMDE 632 are two important courses in technology and will be required in the specialization of Distance Education Technology.
- OMDE 632 (Advanced Technology in DE 2 - Asynchronous Learning Systems) is the same as OMDE 631.
- OMDE 690 (Distance Education Portfolio and Project) being the capstone will need revision in light of the changes in the curriculum. Its original concepts, however, are still very relevant and will most likely will not change.

Oldenburg has continuously invested in maintaining and updating its courses. To address possible bottlenecks in teaching OMDE 601 Michael Beaudoin was recruited to develop a second version (with Michael Moore as visiting expert), thus facilitating the number of sections up to three and making OMDE 601 less dependent on the visiting experts Otto Peters and Boerje Holmberg. While they are still active researchers in the field of distance education their willingness to commit themselves to contribute to

---

<sup>2</sup> Has not been recently offered

OMDE 601 each term cannot be assumed indefinitely. Other courses, such as OMDE 620 and 608 have undergone major changes. Oldenburg course development in OMDE 606 produced as a spin-off a CD-ROM and website on costing.

The re-alignment process will have an obvious impact on most if not all Oldenburg courses and the following are some of the details that will need to be attended to on the Oldenburg side of the partnership at the course level.

- OMDE 601 (Foundations of Distance Education) as a 'portal' course would have to act as an advance organizer of the program and must be restructured towards that triple orientation implied in the specialization.
- OMDE 606 (Management of Distance Education / Cost Analysis) is envisioned by the re-alignment proposal to be complemented by a course in business of distance education (or revised to comprise more business-related components). The MDE website already advertises a course OMDE 622 - The Business of Distance Education. Both courses OMDE 606 and OMDE 622 would be part of the management specialization.
- OMDE 608 (Student Support in Distance Education and Training) belongs to the teaching specialization. This course may be sufficiently generic to not require major changes. It may however be that the profiling of professional careers and the specific context in which our students are expected to work could have some impact and elicit modifications.
- OMDE 620 (Training and Learning with Multimedia): based on the course syllabus it would be assigned to the teaching specialization. Again, the profiling of careers and professional contexts may have implications for the course content.
- OMDE 625 (National and International Policies of Distance Education in Developing Countries) and OMDE 626 (Educational Technologies for Distance Education in Developing Countries) address educational planners and consultants that work either in developing countries for governments or NGOs or for international organizations. While OMDE 625 could be associated with the management specialization, OMDE 626 could be associated with the technology specialization, thus addressing two specializations of interest to international consultants. Mapping courses to these two consultancy specializations would again invite major reorientations.
- Oldenburg has already signaled willingness to develop at least one course in research methods in distance education. The orientation towards professional profiles would help to make the course relevant not only for students who want to move towards a PhD but also to the general MDE student. An interesting resource in this direction is the Practitioner Research and Evaluation Skills Training (PREST), developed and - as a open content - made available by the Commonwealth of Learning (COL) at <http://www.col.org/TrainingResources/CostingODL/index.htm>
- Beyond re-developing its own courses Oldenburg has contributed to teaching and redeveloping OMDE 602 (Distance Education Systems) with Greville Rumble as consultant and instructor.

### **Sustaining Community Building Efforts**

Creating community in an online environment can be difficult; however, the MDE has several initiatives aimed at this goal. Here are a few of them:

- We believe that students identify themselves primarily with their program. The MDE has created and maintains a **program website** (<http://info.umuc.edu/mde>) that contains current program announcements, course syllabi, faculty staff biographies, job postings, professional development information and student resources. This website needs to be re-designed, expanded and maintained.
- The MDE publishes a **Newsletter** each term that contains news about the program, the faculty and students' achievements.
- We believe the best marketers for our program are our current students and alumni and we feel that we need to increase the ways that students and alumni continue to identify with the program. The establishment of an **MDE student-alumni association** is overdue and will help to achieve this goal. However, this association should be independent of the program in order to be able to

raise funds, promote social events, generate and sell MDE branded items. While we do have student-volunteers ready to step forward, there is a need for initial financial support to endow the organization (e.g. development and maintenance of a website, etc).

Moreover, the involvement of MDE graduates is important in recruiting new students and giving an example for new graduates. Many of them are especially interested in helping the program, including recruitment efforts. These students for the most part are professionals in organizations where others would profit from the degree we are offering. Thus, it is clear that there needs to be operational support to activities related to:

- Integration of alumni into program events and activities;
- Information and communication venues to current students; and
- Continuous maintenance of newsletter and website

As part of its effort in contributing to building an academic community Oldenburg provided a number of MDE students with financial support to visit the EDEN Research Conference in Oldenburg 2004 (through a sponsorship of the VW AutoUni) and to present it in front of an international and highly professional audience of distance educators. Students on various occasions have had the opportunity to publish their papers in peer reviewed publications such as the EDEN Proceedings or Volumes 6 and 9 of the ASF series. Oldenburg will continue this tradition at the EDEN Research Conference in Barcelona 2006.

Oldenburg will actively support new initiatives to keep systematic contact with MDE alumni. Oldenburg considers alumni work important for several reasons. Satisfied alumni are best positioned to advertise the program and word-by-mouth is considered as the most trustworthy source of information. Especially alumni are likely to move in circles of similar interest which make their 'marketing' more targeted.

Moreover, good contact between the institution and its alumni can help in various ways. The alignment process is a point in case. It is envisaged to be based on career paths and professional profiles. Good contacts to alumni would make this profiling exercise easier and more authentic. It may also serve to answer relevant research questions such as the returns MDE students receive for their investment (other institutions such as the OU are able to answer these questions and make use of them for advertisement purposes).

Oldenburg also actively cooperates in producing the Newsletter, which is addressed to enrolled students as well as alumni. It can be used to invite alumni to feed in their professional experiences into the MDE community and share these with faculty and students. There is some potential to develop the Newsletter as a more informative instrument, which could also be developed into an tool that contributes to community building within the MDE community.

### **Sustaining the Partnership**

In the literature partnerships are generally seen as advantageous for a number of reasons<sup>3</sup>. However, in spite of the acknowledged advantages, to sustain a partnership and to fully exploit synergies of cooperation is not an easy task. It includes a number of activities such as (i) management meetings; (ii) coordination of cooperation; (iii) research efforts; and (iv) financial support.

Oldenburg has invested considerably in management meetings and contacts to sustain a trusting and effective relationship, which has overcome major challenges such as one program director's health issues, which would otherwise could have had a destabilizing effect on the MDE. Oldenburg intends to continue this cooperation after the passage in MDE leadership on both sides.

Oldenburg has hosted three faculty meetings in Oldenburg (1999 in Frankfurt, 2001 on the occasion of the ICDE Pre-Conference Events and 2004 on the occasion of the EDEN Research Conference): Both partners are preparing a fourth faculty meeting for the next EDEN Research Conference in Barcelona. Planned is the initiation of MDE faculty members to the re-alignment process and gaining their active support and advice. MDE faculty have a high degree of ownership with respect to their courses and this makes it all the more important that they support and implement the process.

---

<sup>3</sup> Latchem & Rumble (2004); Bernath (2006)

One of the major reasons the MDE was able to win awards was Oldenburg organized research efforts reflected in the ASF series. Oldenburg will sustain the efforts and is preparing Volume 10 and a revised edition of Volume 2. Both are readings to MDE courses.

Related to research is a new course to be developed which it tentatively referred to here as *Research Methods in Distance Education*. It should be possible to offer the course by 2007. The course signals that Oldenburg has moved the PhD option for MDE students to the backburner for the time being, but intends to continue undertaking preparations for it. A successful *OMDE xxx* would be a major step in this direction.

The remuneration arrangement for Oldenburg's role in the partnership was amended in 2005/2006 and went from sharing revenues based on student numbers enrolled in Oldenburg courses to a block sum payment, because Oldenburg's investments in the quality components previously mentioned could not be sustained on the basis of the former arrangements (especially in times of stalling enrollment numbers). To maintain the investment in quality (e.g. research, faculty meetings) and taking major challenges such as the re-alignment process into consideration, which requires a sustained effort over a number of years, a renewal of the block sum arrangement for this time period would provide the Oldenburg partner with the necessary planning resources for reliable outcomes.

### **Sustaining Growth**

As for UMUC, the MDE needs to grow in order to become a self-sufficient program given the context of both institutions. The program currently has approximately 230 enrollments per term. Our goal is to double this number in the near future. Given the retention problems in adult and distance education, achieving this goal will require a strong and steady investment in marketing and recruiting new students, as well as retaining the current student body.

Some of the initiatives foreseen to achieve the desired goal are related to marketing through MDE students and alumni; direct marketing in specialized conferences; direct mail marketing to professionals in related fields; as well as print and online advertisement. The MDE has recently undergone a marketing research study, which showed that there is a market for such a program and this market is becoming increasingly competitive. Although, some of the suggestions for growth were related to pricing issues, which cannot be solved at the MDE management level, it is clear that the program has a niche market, that needs to be approached with targeted strategies.

Student retention is an issue throughout the graduate school and the MDE has participated in related initiatives and surveyed its beginning students. There is a clear need to implement further actions such as follow-up with non-returning students and a possible student mentoring program<sup>4</sup>.

Another area to exploit for growth is the integration of the MDE with other programs in the Graduate School. As mentioned previously an opportunity has been created with the prospect of re-designing the curriculum in the re-alignment process. As a result of a first analysis, the MDE management foresees rich possibilities of bringing MDE specializations to the Technology Management Program, General Management and the Masters in Education programs. These avenues of collaboration will be thoroughly discussed during the re-alignment project work.

Visibility is also responsible for long term growth. World wide visibility and the high reputation of the MDE is built on:

1. Numerous publications in refereed journals, of an own distance education series, of articles in monographs by MDE staff and faculty including visiting experts who occasionally publish with respect to the MDE (see for example the list of publications at <http://www.uni-oldenburg.de/zef/literat/wwwveroe.htm>)
2. Keynotes and paper presentations at international and reputable conferences like ICDE World Conferences, Sloan-C, Wisconsin, UCEA, CADE, EDEN, AAOU, ODLAA, e-LEARN, ABED, national and regional plus conference involvements as program committee members and sessions chairs (see for example the list of "related professional activities" and "presentations" in Ulrich Bernath's CV at <http://www.uni-oldenburg.de/zef/ub-cv.htm>)
3. Memberships and Appointments of Professional Associations (ICDE, EDEN, EFMD, MDLA)
4. Awards (Sloan and UCEA)

---

<sup>4</sup> Some work on retention issues in the MDE is published in Bernath & Rubin (2004)

## Recommendations:

Given all the tasks described above, the following supporting actions are recommended to ensure quality and growth of the MDE as a signature program at UMUC.

- Support staff for academic matters  
As it is right now, the ITS department academic coordinators deal with everyday activities of a total of 9 programs. These activities will continue to exist. The re-alignment focused work will generate extra supporting tasks, including those related to the MDE. Moreover, many of the activities related to community building and marketing the program establish distinct levels of support that currently do not exist within the ITS department. Another position at this level will not only support the MDE but provide other programs with possibilities of working on some important special projects.
- Web design/maintenance support  
This relates to part of the activities listed above. A new position, possibly at the level of an academic coordinator will support many different special projects envisioned within the MDE and other programs, as well as support the re-alignment process.
- Funds for course development and re-design<sup>5</sup>  
The MDE will need extra resources for re-designing the curriculum and re-developing its courses. The re-alignment predicated a very different view of the program and it seems essential that decisions be made after a thorough analysis and discussions of the alignment of the program with current career paths in the field.
- Funds for travel<sup>2</sup>  
It is clear that the MDE is a niche program and therefore the pool of prospective students needs to be targeted through specific and focused mechanisms. The presence of MDE faculty and staff at conferences, especially those in which one can present papers that discuss the MDE are of great help to this marketing initiative. Travel funds are limited at the moment given the size of the department that houses the MDE.
- Funds for alumni-association creation and maintenance  
The alumni association is a very especial endeavor and one that has been on the list of burning issues in the MDE agenda for quite some time. Each term we lose contact to some of our supporters, who would speak highly of the program and are our living testimonials. These graduates are all willing to provide their support to the growth and visibility of the program. We need, to provide the means for them to act and provide them with a supporting organization to connect among themselves and with current students. The alumni association is a promising answer to this goal. However, there is a need for resources to actually start such an association and maintain it as a lively organization.
- Funds to support programmatic TAs  
Historically, the MDE has not used TAs. However, it is clear that due to the growth of the institution, direct support to faculty is becoming streamlined in order to achieve scalability. The use of programmatic TAs, who are i.e. MDE graduates is an interesting answer to the need of support from people associated to the field as well as a way to connect with alumni. The idea is to have TAs work on housekeeping websites, organizing small virtual workshops for MDE students/alumni, maintaining the alumni association and helping faculty on special projects and in course redesign and innovative delivery.

In order to achieve the overall goals of sustaining the MDE a world class program and implementing the re-alignment process, we draw two main conclusions:

- For the UMUC side of the partnership the most urgent step is to strengthen the administrative processes of the MDE by recruiting an assistant to the Associate Chair, who is also the MDE manager. Given that the MDE Program Directorship's central management tasks are now handled by the Associate Chair, the tasks of such an assistant are more operational than academic and would require a person, who knows the program and the partnership well.
- For the Oldenburg partner the main and most urgent issue is to maintain its planning reliability through the block sum payment over the period of this major re-structuring process.

---

<sup>5</sup> Beyond regular departmental budget

**C2-2**

**Please outline how the acceptance of the programme is promoted within your organisation, how resistance is dealt with and how the momentum for a continuous advancement of the programme is fostered.**

Perhaps one way to epitomize the institutional perspective of the Master of Distance Education program is to view how the program is presented to visitors. The following is taken from the "About Us: UMUC at a Glance" web page on the UMUC website. You will note that the MDE is the only graduate program mentioned (twice) on this page.

#### **UMUC is a world leader in online education**

- In Fiscal Year (FY) 2005, UMUC had 144,000 online course enrollments - probably the largest number of online enrollments in a public university
- Currently, UMUC offers 99 bachelors and masters degree programs and certificates fully online. In FY 2005, UMUC offered more than 600 distinct courses online.
- In 2003, UMUC received the University Continuing Education Association Program of Excellence award for its Master of Distance Education program, offered in partnership with Carl von Ossietzky University, Oldenburg, Germany.
- In 2003, the Maryland Distance Learning Association (MDLA) named UMUC's Better Opportunities Through Online Education program as the 2002-03 Best Distance Program.
- In 2003, UMUC's Master of Distance Education program won the prestigious Sloan Award for Most Outstanding Online Teaching and Learning Program of 2003.
- In 2004, UMUC garnered the 2004 Prize of Excellence from the International Council for Open and Distance Education (ICDE) for "the highest possible excellence in the fields of open, distance, virtual, and flexible learning."

These awards have made the program very visible within the institution, and the program has been featured in the internal FYI Newsletter that is regularly sent out to staff.

The decision to seek nomination for these awards was made primarily to establish the program internationally and external to the university, but the results have been extremely useful in gaining acceptance for the program internally.

However, positive regard does not necessarily drive the allocation of resources. The program is a very modest one in terms of size compared to several others in the Graduate School, which generate considerably greater revenue than does the MDE (e.g. the MBA program and the General Management program). It is fairly clear that the MDE is considered to be (and probably rightly so) a signature program with a limited potential population. Therefore the issue is the allocation of resources (e.g. staff, marketing, etc) to the program relative to the program's potential revenue. The university recently invested in a marketing study to analyze the market potential of the program and is now considering the most appropriate ways to allocate marketing resources to increase the program's size (enrollments).

Not coincidentally, the application of the MDE program for certification through the EFMD-CEL is also aimed at solidifying the program's reputation within the institution and externally in the international community.

**C3**

**Please provide information on incentives for the staff involved in the design and running of the programme and reflect on why these incentives are appropriate for advancing the programme.**

#### **MDE Faculty Incentives**

MDE faculty have been funded by both institutions to attend a variety of conferences. Often MDE program faculty meetings are held simultaneously with these conferences to take advantage of the fact that many of the MDE faculty are in close proximity.

The MDE has attempted to create a faculty community through the following activities/strategies:

- Regular communication: The program directors regularly e-mail faculty at the beginning and end of the terms as well as several times during the term, passing along regular communications from the institution as well as trying to keep the faculty informed.
- A student/faculty program website was created which provides the program with up-to-date information on the program, the course syllabi, professional development information, etc.
- A student/faculty newsletter is published 2-3 times per year and includes extensive listings of faculty accomplishments and keeps the faculty informed about student accomplishments and vice versa.
- A special WebTycho online classroom has been set up for faculty and is the source for such things as syllabi templates, university policies and other resources.
- Regular faculty meetings are scheduled to maintain the sense of community and allow for face-to-face interaction.
- Institutional faculty support is regularly provided to faculty:
  - Leadership institute: Three of the MDE faculty have attended the 3 day summer institute which is designed to provide faculty with new and improved pedagogical and technical skills
  - Regular workshops are offered by the Center for Teaching and Learning on various issues such as plagiarism, WebTycho tools, Using Rubrics in assessment, etc.
- Opportunities for faculty to publish and give papers at conferences. The MDE has extensively supported its faculty via the Oldenburg ASF Book Series, which has allowed them to publish academic work. A number of faculty have independently published worked related to their experience in the MDE in a variety of peer-reviewed journals.

In addition, there have been a number of outreach activities that have spun off from the MDE and this has provided additional opportunities for the MDE faculty:

- From April through June 2001, Oldenburg's Center for Distance Education in collaboration with UMUC provided a seven-week online course titled "Essentials of Online Learning" for Nokia (Finland) HRD staff using WebTycho. (See <http://www.uni-oldenburg.de/zef/training/nokia.htm>). A second revised course took place October through November 2001. Evaluation results have been presented by Naidu & Bernath on "Training the Trainers, Educators and other Human Resource Development Staff in *the Essentials of Online Learning*" at the Pan-Commonwealth Forum on Open Learning in Durban/South Africa, July 27 – 29, 2002 (See [http://www.col.org/pcf2/papers/naidu\\_1.pdf](http://www.col.org/pcf2/papers/naidu_1.pdf))
- The Global Development Learning Network of the World Bank negotiated with Oldenburg's Center for Distance Education to offer a virtual seminar for professional development on "Distance Education in Developing Countries" in Fall 2002. The seminar for professional development is closely connected with the content of OMDE 625 and OMDE 626 (<http://www.uni-oldenburg.de/zef/english/DEiDC.htm>).

Overall, it is believed that being a member of the UMUC/Oldenburg Master of Distance Education program faculty is a prestigious honor that is recognized by other professionals in the discipline. As a result, we have received a number of requests to join our faculty.

### **MDE Staff Incentives**

The two program directors are both involved in the program as faculty and benefit in that role from the above mentioned incentives. Incentives from the respective universities are: support in participating in distance education conferences; support in meeting at least twice year for collaborative work; participate in teaching in the program; decision-making on curricula and course development; and decision-making on adjunct faculty hiring.

Other incentives have been mentioned throughout the Self-Assessment document.



## List of learners from the last 2 - 3 sessions of the programme

Please provide a list with the names of learners from 2 - 3 of the most recent sessions of the programme that seeks certification. Make sure that the list provided allows for a one-to-one identification of each student without necessarily providing all the contact information. We are aware of data protection issues in some countries that prevent programme executives from disclosing the personal details of the course participants. Hence, the required list should respect regulatory issues for personal data protection but should also give the CEL Audit Team sufficient information to randomly select 6 - 8 participants for which you are asked to provide contact information in a second step. Therefore, the list should at least include the initials of the learner's first and family names and class. Please note that the student interviews are a mandatory and integral part of the CEL certification process. The completion of this step is required to proceed onward to the Audit Team Visit. If you have any concerns on data protection issues, please contact the CEL Executive Office.

....

### References and Additional Related Documents:

#### References:

- BERNATH, U. & RUBIN, E. (1999). Final Report and Documentation of the Virtual Seminar for Professional Development in Distance Education. A Project within the AT&T Global Distance Learning Initiative sponsored by the AT&T Foundation and the International Council for Open and Distance Education (ICDE), Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. 434 pg. <http://www.uni-oldenburg.de/zef/literat/docum.htm>
- BERNATH, U. & RUBIN, E. (2001). Professional development in distance education - a successful experiment and future directions. In F. Lockwood & A. Gooley (eds.), *Innovations in Open & Distance Learning, Successful Development of Online and Web-Based Learning*, London: Kogan Page, pg. 213 - 223
- BERNATH, U. & RUBIN, E. (eds.) (2003). *The Online Master of Distance Education: Its History and Realization*. In U. Bernath & E. Rubin (2003). *Reflections on Teaching and Learning in an Online Master Program - A Case Study*. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. pp. 9 - 50. <http://www.uni-oldenburg.de/zef/cde/webvol6.pdf>
- BERNATH, U. & RUBIN, E. (2004). Student retention issues in the online Master of Distance Education (MDE) – an evidence-based approach. In U. Bernath & A. Szücs (Eds.) (2004). *Supporting the Learner in Distance Education and E-Learning*, Proceedings of the Third EDEN Research Workshop, Carl von Ossietzky University of Oldenburg, Germany, March 4 - 6, 2004 (pp. 363 - 369). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. <http://www.uni-oldenburg.de/zef/literat/paper-bernath-rubin.pdf>
- BERNATH, U. & HÜLSMANN, T. (2004). Low Cost/High Outcomes Approaches in Open, Distance and e-Learning. In U. Bernath & A. Szücs (eds.) *Supporting the Learner in Distance Education and E-Learning*. Proceedings of the Third EDEN Research Workshop, Carl von Ossietzky University of Oldenburg, Germany, March 4 - 6, 2004. (pp. 485 - 491), Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. <http://www.uni-oldenburg.de/zef/literat/paper-bernath-huelsmann.pdf>
- HÜLSMANN, T. (2003). Costs without Camouflage, In U. Bernath & E. Rubin (2003). *Reflections on Teaching and Learning in an Online Master Program - A Case Study*. Oldenburg: Bibliotheks- und

Informationssystem der Universität Oldenburg, pp. 167 – 226. <http://www.uni-oldenburg.de/zef/literat/th2.pdf>

PORTO, S., & HÜLSMANN, T. (2006). Sustaining the MDE as a worldwide world-class program

UMUC. (2006). Course Evaluation form (blank).

UMUC. (2006). Self Study Report.

UMUC. (2005). Five-Year Strategic Plan FY 2005-2009.

UMUC. (2005). MDE Program Competitive Analysis.

UMUC, (2004). External Reviewers' Report, July 8, 2004

UMUC. (1999), MHEC Proposal. Business Plan (Supplement to the MHEC Proposal Document).

WALTI, C. (2003). Experiencing a New Paradigm – Elements, Aspects, and Structure of Selected Courses in the MDE Program, In U. Bernath & E. Rubin (2003). *Reflections on Teaching and Learning in an Online Master Program - A Case Study*. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, pp. 227 – 243 <http://www.uni-oldenburg.de/zef/literat/cw.pdf>

All MDE-related publications are listed (besides others) at: <http://www.uni-oldenburg.de/zef/literat/wwwveroe.htm#zef>

## **Additional Documents Relating to the MDE Program:**

### **The EDEN Research Workshop Proceedings**

U. Bernath [*Faculty for OMDE601 and OMDE690*] & A. Szücs (Eds.) (2004), Supporting the Learner in Distance Education and E-Learning, Proceedings of the Third EDEN Research Workshop, Carl von Ossietzky University of Oldenburg, Germany, March 4 - 6, 2004. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. 556 pp. [<http://www.uni-oldenburg.de/zef/cde/eden.pdf>]

- S. Naidu [*Faculty for OMDE607*], Directing Assessment at Supporting Learning, 77 - 82
- C. Walti [*Faculty for OMDE601 and OMDE608 and MDE graduate*], The Web-Based Portfolio and Learning Journal in the MDE Program - Support for a Work in Progress, 87 - 95
- J. Brindley [*Faculty for OMDE608*] & R. Paul, The Role of Learner Support in Institutional Transformation - A Case Study in the Making, 96 - 103
- H. Feeken, A. Kleinschmidt & O. Zawacki-Richter [*Faculty for OMDE620*], Online Support in the Online Economic Education Project, 197 - 202
- W. Fichten & O. Zawacki-Richter [*Faculty for OMDE620*], Learning Communities in an Online Course on "Psycho-Social Aspects in Nursing" - A Community of Practice?, 231 - 239
- U. Bernath [*Faculty for OMDE601 and OMDE690*] & E. Rubin [*Faculty for OMDE601, OMDE602, OMDE604, OMDE690*] Student Retention Issues in the Online Master of Distance Education (MDE) - An Evidence-Based Approach, 363 - 369
- L. M. Blaschke [*MDE student*], Sustaining Online Collaboration: Seven Lessons for Application in the Volkswagen Autouni, 388 - 394
- G. Dudink [*MDE student*], Sustainable Collaboration - Overcoming the Frontier Between Learning and Knowledge Management at Volkswagen's Autouni, 395 - 400
- B. F. Fox [*MDE student*], The Right Tool for the Right Job: An Evaluation of Collaborative Learning via Computer Mediated Communications in Distance Education, 401 - 409
- C. Schuster [*MDE student*], Online Communication Dynamics and Participation Style, 410 - 415
- L. J. Smith [*MDE graduate*], Preparing Students to be Collaborative Learners in Distance Learning and Training at Volkswagen Autouni, 416 - 422
- C. Templeton [*MDE student*], Sorting out the Toolbox Using Web Conferencing and Sustainable Collaboration - Creating Inspiring Proximity at a Distance with e-Moderating, 423 - 428
- U. Bernath [*Faculty for OMDE601 and OMDE690*] & T. Hülsmann [*Faculty for OMDE601, OMDE606, OMDE 625, OMDE 626*] Low Cost/High Outcomes Approaches in Open, Distance and e-Learning, 485 - 491

- T. Hülsmann [*Faculty for OMDE601, OMDE 606, OMDE 625, OMDE 626*], The Two-Pronged Attack on Learner Support: Costs and the Centrifugal Forces of Convergence, 498 - 504

### Other Publications as a joint effort of MDE faculty and students

U. Bernath & E. Rubin (Eds.) (2003), Reflections on Teaching and Learning in an Online Master Program. A Case Study. Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg, 295 S.: graph. Darst. - (Studien und Berichte der Arbeitsstelle Fernstudienforschung der Carl von Ossietzky Universität Oldenburg ; 6) [<http://www.uni-oldenburg.de/zef/cde/webvol6.pdf>]

- U. Bernath & E. Rubin, The Online Master of Distance Education (MDE): Its History and Realization, 9 - 49
- O. Peters, Moderating a Virtual Seminar - Reflections on First Practical Experiences, 51 - 74
- T. Hülsmann, Texts That Talk Back - Asynchronous Conferencing: A Possible Form of Academic Discourse?, 75 - 120
- M. Beaudoin, Learning or Lurking? Tracking the 'Invisible' Online Student, 121 - 129
- B. Holmberg, Computer Support of Distance Education, Particularly Online Teaching and Learning, 131 - 135
- J. E. Brindley, O. Zawacki & J. Roberts, Support Services for Online Faculty: The Provider and the User Perspectives, 137 - 165
- T. Hülsmann, Costs Without Camouflage, 167 - 226
- C. Walti, Experiencing a New Paradigm - Elements, Aspects, and Structure of Selected Courses in the MDE Program, 227 - 243
- B. F. Fox, Experiences, Observations, and Applications: A Student's Personal Account of the MDE Program, 245 - 254
- L. J. Smith, Assessing Student Needs in an Online Graduate Program, 255 - 265
- S. Offenbartl, Distance Learning: Learning on Demand and Just in Time, 267 - 276

Brindley [*Faculty for OMDE608*], J. E., Walti, C., [*Faculty for OMDE601 and OMDE608 and MDE graduate*], & Zawacki-Richter, O. [*Faculty for OMDE620*] (Eds.) (2004). Learner Support in Open, Distance and Online Learning Environments. (+ DVD-Video). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. [<http://www.uni-oldenburg.de/zef/mde/series/#9>]

- Jane E. Brindley [*Faculty for OMDE608*], Christine Walti [*Faculty for OMDE601 and OMDE608 and MDE graduate*], & Olaf Zawacki-Richter [*Faculty for OMDE620*], The Current Context of Learner Support in Open, Distance and Online Learning: An Introduction, 9-28
- Jane E. Brindley [*Faculty for OMDE608*] & Ross H. Paul, The Role of Learner Support in Institutional Transformation – A Case Study in the Making, 39-50
- Olaf Zawacki-Richter [*Faculty for OMDE620*], The Growing Importance of Support for Learners and Faculty in Online Distance Education, 51-62
- Som Naidu [*Faculty for OMDE607*], Supporting Learning With Creative Instructional Designs, 109-116
- Lisa George [*MDE graduate*] & Ilene Frank [*Faculty for OMDE611*], Beyond Books – Library Services to Distance Education Students, 135-144
- Ellen V. Blackmun [*MDE graduate*] & Phyllis Pouyat Thibodeau [*MDE graduate*], Learning Communities, 145-156
- Christine Walti [*Faculty for OMDE601 and OMDE608 and MDE graduate*], Implementing Web-based Portfolios and Learning Journals as Learner Support Tools: An Illustration, 157-158
- Linda Smith [*MDE graduate*] & Kristen Drago [*MDE student*], Learner Support in Workplace Training, 193-203
- Thomas Hülsmann [*Faculty for OMDE601, OMDE606, OMDE 625, OMDE 626*], The Two-Pronged Attack on Learner Support: Costs and the Centrifugal Forces of Convergence, 241-250
- Nicholas Allen [*UMUC CEO and Provost*], University of Maryland University College: Institutional Models and Concepts of Student Support, 259-282

### **Other Publications Related to the MDE**

E. Rubin, U. Bernath, M. Parker (June 2004), The Master of Distance Education Program: A Collaboration between the University of Maryland University College and Oldenburg University. Journal of Asynchronous Learning Networks (JALN), Volume 8:3, ISSN 1092-8235

O. Zawacki-Richter (2005), Online Faculty Support and Education Innovation – A Case Study. European Journal of Open and Distance Learning, 25.02.2005

U. Bernath (2006). The online master of distance education and certificate in distance education programmes jointly offered by the University of Maryland University College and Carl von Ossietzky University of Oldenburg. In A. Hope & P. Guiton (eds.) Strategies for Sustainable Open and Distance Learning, World review of distance education and open learning: Volume 6, London/New York: Routledge an Taylor & Francis Group, pp. 116 - 119

C. Walti (2004), The web-based portfolio and learning journal in the MDE Program

### **MDE Related Documents**

Nomination narrative for the Sloan-C 2003 "Most Outstanding Online Teaching & Learning Program" Award (<http://www.uni-oldenburg.de/zef/literat/Sloan03-UMUC.doc>)