

# Instructional Continuity at North Carolina Central University with **Quality Matters**

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North Carolina Central University

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Ensuring Quality in Digital Education Forum - 23 March, 2021



LANDSCAPE FOR STUDENT-CENTERED SUCCESS



### GOAL 1

Student Access  
and Success

NCCU will ensure delivery of The Eagle Promise to increase student access and success.

### Objective 1.5 Expand NCCU Online.

- Achieve Quality Matters certification for **85% of faculty who teach online.**

### GOAL 4

Institutional  
Sustainability

NCCU will increase and sustain university-wide resources to support and advance institutional priorities.

### DE SP Objective 3.2

Foster best practices in course delivery.

### DE SP Objective 3.3

Create a system of distance education faculty support.

### DE SP Objective 3.4

Institute a culture of faculty recognition.

### GOAL 2

Create an environment of collaborative learning and cross disciplinary programming.

### Objective 2.3

Creating experiences that require students to rely upon cross-disciplinary teaching and learning.

- Apply Quality Matters Rubric to course design.



PATHWAY TO OPPORTUNITY / NORTH CAROLINA CENTRAL UNIVERSITY: GATEWAY TO OPPORTUNITY

# 2016-2021

ACADEMIC AFFAIRS

# STRATEGIC PLAN





# Reimagining Our Resources



## ONLINE COURSE DEVELOPMENT TRAINING

2020 SUMMER SESSIONS I & II

These trainings and resources have been provided by the NCCU Office of e-Learning to support faculty development of Summer Session 2020 courses.

### TRAININGS FOR SCHOOLS & COLLEGES

#### COMMUNICATING SUCCESS

- Communicating Online Learning Expectations
- Communicating with Your Students
- Providing Consistent Support
- Identifying Academic and Student Support Resources

#### INSTRUCTIONAL MATERIALS

- Incorporating Lectures
- Utilizing Microsoft Word, PDF, and Textbook Readings
- Integrating Multimedia
- Supplementing with Open Educational Resources (OER)

#### INTERACTION & ENGAGEMENT

- Engaging Learners with Discussion
- Incorporating Peer-Review Activities
- Reimagining Lab and Performance-Based Activities

#### ONLINE ASSESSMENT

- Incorporating Tests, Quizzes, and Exams
- Employing Assignments and Projects
- Utilizing Presentations and Psychomotor-Based Demonstrations

#### UNIVERSAL DESIGN

- Promoting Ease-of-Use through Course Navigation
- Utilizing Multimedia that Support Diverse Learners
- Identifying Services and Resources to Support Students and Faculty
- Promoting Online Neurodiversity and Inclusion

### RESOURCES & SUPPORT

#### COURSE DESIGN RESOURCES

##### COURSE DEVELOPMENT CHECKLIST

- Designing for Success
- Guiding Students and Their Learning
- Teaching Effectively Online
- Quality Matters-Based Best Practices for Course Design

##### NCCU INSTRUCTIONAL CONTINUITY LESSON

- Self-Paced Mini-Modules
  - Communicating with Your Learners
  - Selecting Instructional Materials
  - Interaction and Engagement
  - Assessing Learners Online

##### BLACKBOARD BEST PRACTICE SUMMER TEMPLATE

- Getting Started in Your Course
- Interactive Syllabus
- Learning Modules to Upload Content
- Upswing Free Remote Tutoring
- NCCU Resources
- Instructor Resources

#### INSTRUCTIONAL SUPPORT

##### INSTRUCTIONAL CONTINUITY LIAISONS

- Exceptional Online Instructors Identified by Deans
- Peer Mentors to Support Faculty in Designing and Delivering Online Courses
- Disseminate Information, Consult, and Identify Faculty Needs

##### E-LEARNING VIRTUAL "DROP-IN" SESSIONS

- Dr. Racheal Brooks | Monday - Friday 10:00am - 12:00pm
- Dr. Zakaria Jouaibi | Monday - Friday 2:00pm - 4:00pm
- Instructional Continuity Liaisons | To be Announced

##### INSTRUCTIONAL CONTINUITY COMMUNITY BOARD

- Instructional Preparedness Checklist
- Student Remote Learning Preparedness Checklist
- Quick links to faculty and student support resources
- Accommodations for Remote Learning Resource Guide

#### Sample Best Practice Template

##### Course Information

Announcements: Start Here

Meet Your Instructor

Interactive Syllabus

##### Course Content

Learning Modules

Discussions

My Grades

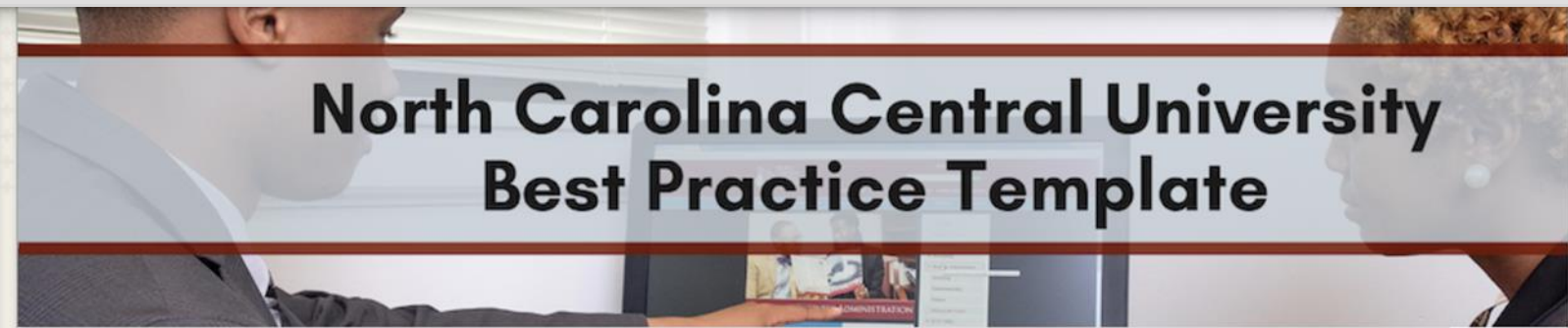
##### Resources

Free Remote Tutoring

NCCU Resources

Tools

Blackboard Help



## North Carolina Central University Best Practice Template

Institution Course

### Announcements

#### Welcome to the NCCU Sample Best Practice Template!

Posted on: Monday, December 17, 2018 4:28:51 PM EST

Posted by: Racheal Brooks  
Posted to: Sample Best Practice Template

This course shell template is based on the best practices found in the Quality Matters Higher Education 6th Edition Rubric (2018) and was developed to give you a head start to ensuring your course meets NCCU's standards for high-quality online courses.

This template is intended for use by all NCCU faculty. As such, please feel free to copy elements from this template and add them to your actual course shells. **However, please refrain from altering or modifying any of the content in this shell.**

Thank

NCCU

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- Evaluations & Grades
- Learning Modules & Content
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- Course Communication Polic
- Netiquette
- Discussion Board Participati
- Course Calendar
- Attendance Policy
- Academic Integrity Policy

### Minimum Technical Skills

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In order to be successful as an online learner in this course, students must at minimum be able to have the following technical skills:

1. Be familiar with the Blackboard learning management system
2. Ability to use email with attachments
3. Create and submit files in commonly used word processing program formats
4. Copying and pasting
5. Downloading and installing software
6. Researching online
7. Using presentation programs
8. Uploading assignments
9. Producing a YouTube video

Explore the resources below to jumpstart your success in this course:

- [How to access my NCCU email account](#)
- [Tutorial videos to excel with Blackboard](#)
- [How to upload attachments via email](#)
- [How use Microsoft Office \(Word, Excel, PowerPoint, etc.\)](#)
- [How to make a PDF out of almost anything](#)
- [How to produce and upload a YouTube video](#)

Also consider utilizing the following tutorials provided by the Goodwill Community Foundation:

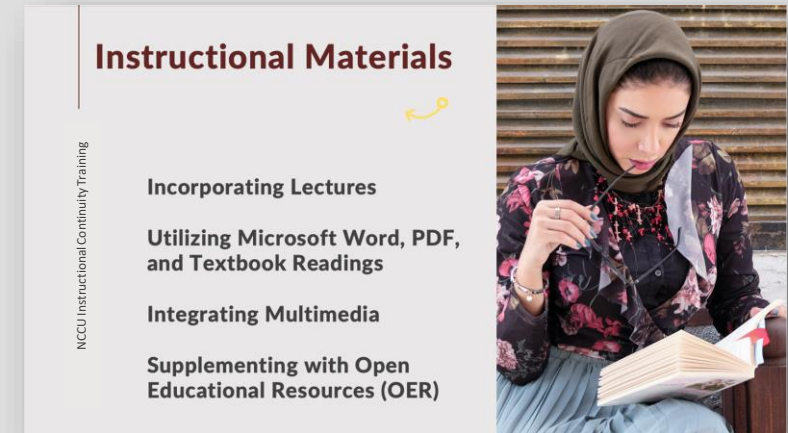
- [Typing Tutorial](#)
- [Internet Basics Tutorials](#)



# NCCU Instructional Continuity Training



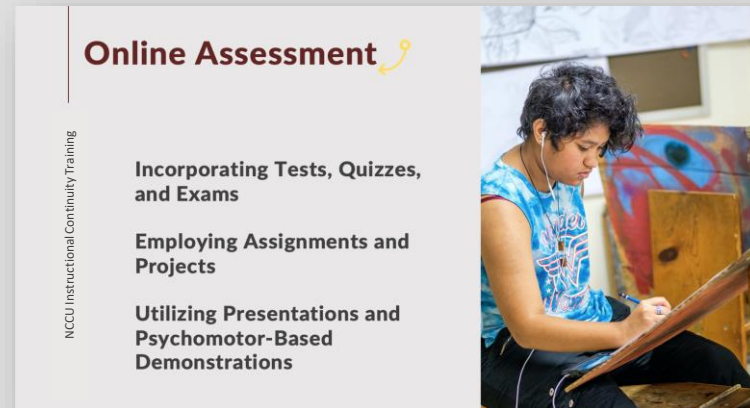
Discuss effective approaches for communicating with your learners.



Identify resources and strategies for curating online instructional materials.



Examine key components of engaging NCCU online and hybrid courses.



Explore strategies for assessing your learners in the online environment.



Discover methods to promote universal access for diverse learners.

# Quality Assurance Ambassadors

## College of Arts, Social Sciences, and Humanities

Criminal Justice  
Language and Literature  
Mass Communication  
Music  
Psychology  
Public Administration  
Social Work

## College of Health and Sciences

Biological and Biomedical Sciences  
Chemistry  
Environmental, Earth, and Geospatial Sciences  
Nursing

## School of Business

Hospitality and Tourism Administration

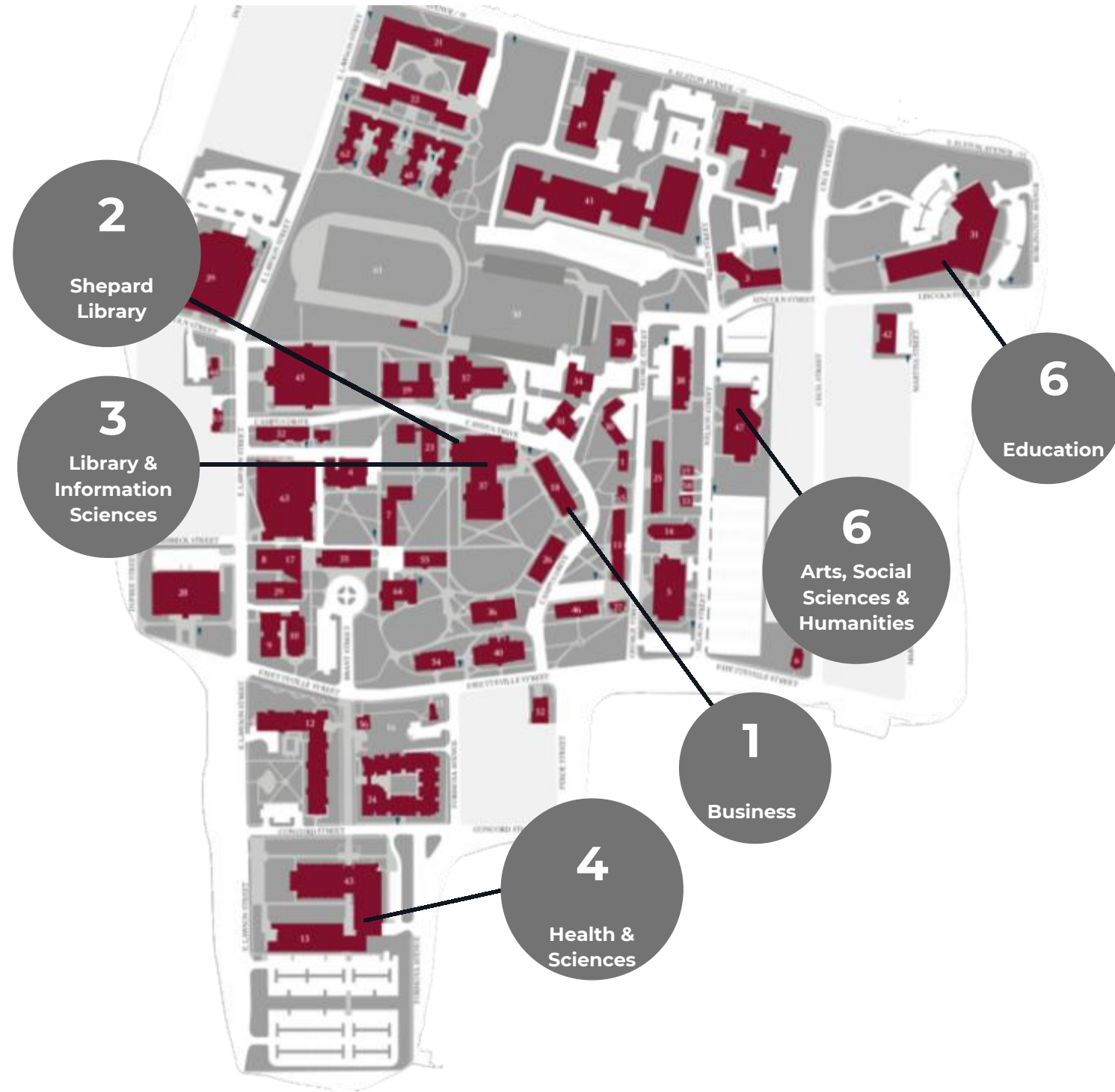
## School of Education

Counselor Education  
Communication Disorders

## School of Library and Information Sciences

## Shepard Library

Assistant Director  
Research and Instructional Services



Division of Extended Studies

Office of e-Learning

Office of Faculty Professional



# UNC System Digital Course Enhancement Initiative

- More than 70 teams of UNC System experts (instructional designers, faculty, librarians)
- Development of [hundreds of open educational resources \(OERs\)](#) for high-enrollment courses to support transition to remote and online learning
- Initiative duration: May 28, 2020 – June 30, 2020

*“With more than 70 experts from our institutions working in discipline-specific teams, this project represents one of our largest collaborative efforts in recent memory. Each collection consolidates decades of accumulated teaching experience and a wide array of perspectives to improve how we serve students at all our institutions—this exemplifies what we can accomplish when we act together as a System.”*

*- Andrew Kelly, Ph.D.  
Senior Vice President for Strategy and Policy  
University of North Carolina System Office*

## ORGANIC CHEMISTRY UNC SYSTEM DIGITAL COURSE ENHANCEMENT INITIATIVE

### UNC SYSTEM ORGANIC CHEMISTRY I COURSE COLLECTION

The information shared within this website was carefully curated and designed to promote quality online teaching and learning experiences for Organic Chemistry I faculty and students within the University of North Carolina System.

#### ONLINE COURSE DESIGN: A PROTOTYPE-BASED PROCESS

##### 1. COURSE-LEVEL OBJECTIVES & MODULE-LEVEL OBJECTIVES

1. Agree on and craft course learning objectives or student learning outcomes (SLOs). Consider using the [Assessing Student Design & Construction: Evidence Learning Objectives Template](#) or the [UNC System Measureable Learning Objectives website](#).
2. Identify themes and topics based on the SLOs or SLOs for your modules/units. Those themes should be congruent with your SLOs or SLOs.
3. Create and align MLOs with SLOs. The [Construction & Alignment Module Level Objectives Template](#) is a helpful tool to articulate alignment.

##### 2. ASSESSMENTS, INSTRUCTIONAL MATERIALS, & LEARNING ACTIVITIES

1. Create assessments that align with your SLOs. To help you align your assessments with the SLOs, you may reference [Creating & Aligning Assessments with Learning Objectives](#).
2. Select and align instructional materials and learning activities with your SLOs. It is important to align instructional materials with our SLOs to pave the way for your learners to achieve the intended learning objectives. While curating your instructional materials (OER) and designing your learning activities, you may reference the [Creating & Aligning Instructional Materials & Learning Activities with Learning Objectives Template](#).
3. Select instructional technologies, virtual labs, simulations, etc.

##### 3. PROTOTYPE & COURSE MAPPING MATRIX

1. Developing a module prototype at an early stage of the course design process is a cogent practice. By doing so, we will be able to identify and rectify any potential design deficiencies early, leading us to develop a quality course. To help design your module prototype, you may utilize the [Development & Module Prototype Template](#) and reference the [Prototype Example](#).
2. Review and discuss the prototype with the development team.
3. Complete the [Course Mapping Matrix](#) to ensure alignment of all course components.

##### 4. MODULES DEVELOPMENT & SUPPLEMENTARY ITEMS

1. Divide modules among Subject Matter Experts and replicate the agreed-upon prototype.
2. Incorporate supplementary items such as Welcome Message, Meet Your Instructor, Students & Academic Resources, LMS Tutorials, etc.

- Module 1 - Remembering General Chemistry: Electronic Structure and Bonding
- Module 2 - Delocalized Electrons and Their Effect on Stability, pKa and the Products
- Module 3 - Acids and Bases: Central to Understanding Organic Chemistry
- Module 4 - An Introduction to Organic Compounds: Nomenclature, Physical Properties
- Module 5 - Isomers: The Arrangement of Atoms in Space
- Module 6 - Alkenes: Structure, Nomenclature, and Reactivity: Thermodynamics and Kinetics
- Module 7 - Substitution and Elimination Reactions
- Module 8 - The Reactions of Alkenes: The Stereochemistry of Addition Reactions
- Module 9 - The Reactions of Alkynes: An Introduction to Multistep Synthesis
- Module 10 - Radical reactions and polymerization
- Module 11 - Mass Spectrometry, Infrared Spectroscopy, NMR Spectroscopy, and UV-Vis Spectroscopy

#### Organic Chemistry I

##### Module 1: Remembering General Chemistry: Electronic Structure and Bonding

Upon the completion of this module, you will be able to:

1. Assign hybridization, bond angle measurements, and geometry to carbon atoms within organic molecules.
2. Use the VSEPR model to predict and explain the molecular geometry of simple organic molecules.
3. Draw valid Lewis structures, condensed structural formulas, and bond-line structures.
4. Explain the limitations of the different theories/models that explain bonding (Lewis theory, MO theory, hybridization).
5. Construct resonance structures, discuss stabilization factors, and compare major versus minor resonance contributors.



*“Organic chemistry is the chemistry of carbon compounds. Biochemistry is the study of carbon compounds that crawl.”*

- Mike Adams

### VIEW OUR DESIGN PROCESS

Discover how the Organic Chemistry I Course Development Team embarked upon the creation of this expansive content collection.

### EXPLORE MODULE CONTENT

Examine the various assessments, learning activities, instructional materials, and labs developed to supplement your online delivery of Organic Chemistry I.

### ENHANCE YOUR COURSE

This Faculty Resource Guide provides strategies and recommendations for the use of the Organic Chemistry I collection in your course.



# Supporting Our System Colleagues

- Charge from Fayetteville State University Interim Provost to reinforce commitment to return to high-quality online and hybrid instruction post-COVID transition
- University of North Carolina System QM Council established in 2018 to democratize access to Quality Matters for all 17 UNC System institutions
- Coordinated effort between FSU Office of Faculty Development leadership and UNC System QM Council
  - Consultation with Quality Matters staff
  - Development of Initiative scope
  - Identification of available System resources and personnel
  - Call for Quality Matters Master Reviewers and Peer Reviewers
- FSU Internal Review Expectations:
  - Initiative duration: September 1, 2020 – January 18, 2021
  - Approximately 100 courses
  - 1 course per faculty member
  - Online courses must meet all *essential* Specific Review Standards and earn a minimum of 85/100 points



## Call for Quality Matters (QM) Reviewers

Fayetteville State University is seeking Quality Matters (QM) Master and Peer level Reviewers to provide direct consultation and QM Internal Course Reviews for 109 FSU faculty participating in a course redesign initiative.

Peer Reviewers who have participated in at least two previous QM official reviews is preferred.

The goal of this initiative is to support FSU faculty in effectively incorporating the QM standards in their courses. Online courses must incorporate all essential standards and earn a minimum score of 85/100 points to meet internal review expectations.



# Thank You!

Please contact me at:  
**[rmbrooks@nccu.edu](mailto:rmbrooks@nccu.edu)**

