

D.E.C. MEETING MINUTES

January 16, 2018

12:30 p.m. – 2:00 p.m., HWH Room 300

Call to order/ Introductions at 12:31 p.m.

Members and Guests In Attendance: Karel Jacobs, Joni Jackson, Sarah Buck (guest), Runez Bender, Mike Sukowski, Arthur Redman, Richard Darraugh, Nancy Grim, Edgar Dimah, JanJo Chen

A question: When will the library reopen? The first floor is open.

Table approval of the meeting minutes until after Dr. Sarah Buck's presentation of her proposed online course.

Mike Sukowski: Jason Rhode ((Northern Illinois University) received a grant to study online course design. Mike and Jason will work on a redesign of the ION rubric, which they plan to present to the Illinois Online Network. They are proposing a shortened version, which will include the following components: Technology, learning objectives, time on task, etc.

Dr. Sarah Buck's presentation of P# 3280 Psychosocial Aspects of Physical Activity. Course currently offered F2F. They are proposing to move courses online to facilitate graduation, particularly for athletes with heavy spring travel schedules. This is an undergraduate sports psychology course, with some sports sociology included.

The ION rubric was provided on the DEC Moodle site to facilitate evaluation of the course. The rubric is listed on the DEC website.

Feedback regarding the course –

Karel Jacobs used the form to evaluate the course. She found the course well-organized., particularly the repeated homework and resources in both sections (or blocks). Might consider making PowerPoint slide format consistent. Perhaps reduce the amount of text.

Nancy Grim suggested that we consider ADA compliant – to ensure that someone with visual impairment can read the slides (e.g., black backgrounds with white lettering may be hard to read). We can pull up these guidelines and share.

Mike Sukowski: We will be offering workshops on guidelines for accessibility. There was an update to Moodle this weekend, which may facilitate creation of headers or sections.

JanJo Chen stated that we need to ensure that each syllabus links the assessment with the course objectives (in order to meet HLC standards).

There is a clear need for a discussion of the use of color in font and backgrounds to ensure that students can see the material.

In Pharmacy, they create one universal syllabus.

Karel Jacob, we voted to approve the online course. The course is approved (and will be offered in the spring 2018).

We moved to approve the minutes, Dr. Redman. Dr. Chen seconded. We approved the minutes as read.

Dr. Redman added some comment about the online rubric. We need to discuss the use of a rubric as an evaluation tool for the DEC. The rubric may be useful for faculty preparing online or hybrid courses. We do not need to look at specific course content, the material being taught is the purview of the faculty, and we should leave it at that. For us, the rubric to review the design, should include: can a student follow this, will a student know what is due each week, will the student be able to follow the instructions, etc.?

Dr. Grim referred us to the ION rubric and asked, can we evaluate a course presented based on the ION rubric that we used. The question was, were we supposed to use the rubric? Dr. Jaccobs clarified – we were using this as a test.

Dr. Jacobs also noted that the rubric does not address course content, but “academic integrity,” Mike Sukowski clarified that this means, do we have something that states that the student must follow honor code, etc.

We will continue our discussion about how best to set up the Moodle site; this discussion may take place separately from the DEC meeting.

Meeting adjourned at 1:51 p.m.

The next meeting will be on **Tuesday, February 20, 2018**

Minutes Respectfully Submitted,

Joni Jackson

D.E.C. MEETING AGENDA
January 16, 2018
12:30 p.m. – 2:00 p.m., HWH 300A

- I. Call to order/ Introductions
- II. Approval of minutes of previous meetings
- III. Member Reports & Comments
 - A. CTRE
 - B. Office Online Instruction & Instructional Technology (M. Sukowski)
 - C. Information Technology (P. Shinde)
 - D. Graduate Council (P. Carney)
 - E. University Curriculum Committee
 - F. General Education Curriculum Committee (A. Redman)
 - G. Enrollment Management
 - H. Provost's office
 - I. Departments
- IV. Old Business
 - A. Website updates (flow chart, use of design template,...)
 - B. Edits of contract language
 - C. Committee views on need for general online course attendance/participation policy; university fee structure for online programs
 - D. Do we have any online curriculum partnerships? (Caped...)
- V. New Business
 - A. Course review
PE 3280: PSYCHOSOCIAL ASPECTS OF PHYSICAL ACTIVITY
 - S. Buck
- VI. Final Remarks
Propose December mtg cancel
- VII. Adjournment **Next meeting: 3rd Tuesday February 20**



On DEC website: design template

This document is prepared for your use and is offered by Chicago State University's Distance Education Committee and Center for Teaching and Research Excellence.

In the design of an online course it is important to include engagement. Engagement must be between student and content, faculty and content, student and student, and faculty and student.

This document will also meet the requirements of the Distance Education Committee (DEC) requirement for approval of online and hybrid courses (G. II, III.a.b.c.), the Higher Learning Commission (HLC) definition of seat time, and the State Authorization Reciprocity Agreement (SARA). It will also help encourage faculty to work with librarians and the CTRE to use Open Educational Resources (OER).

What is a design document?

A design document specifies all the decisions made about a course including:

- o *Purpose of the module*
- o *Objectives of the module*
 - o *Intended outcome of the module (Performance objectives and measures)*
- o *Time on task*
- o *Delivery method(s)/Instructional Strategies*
 - o *Reading/Content presentation*
 - o *Discussion*
 - o *Exercises/Assessments*
 - *Assignments/Quizzes/Exams*
 - *Application of content learned*
- o *Media/Technology Needed*

What is a learning module?

A learning module is a coherent collection of educational materials presented in groups or chunks and can include text, graphics, multimedia, and assessment tools.

Often, but not always, a module will correspond to a week's worth. The instructor chooses the seven day period when a module begins and ends, ie. 12:01am Sunday through 11:59pm.Saturday, etc.

Please complete the design document on the following page for your online course. This design document is used for submitting a course to the Distance Education Committee for approval of a course for online or hybrid delivery and for the design document assignment in the Online Certification Course (OCT).

Please complete the template below for the first two modules of your course.

Course Name, Number, Section

<p>Module 1: Title of the Module Purpose of the Module:</p>					
<p>Objectives (Intended outcome of the module (Performance objectives and measures)</p>	<p>Readings/ Content Presentation (Textbook chapters, videos, PowerPoint, or other readings) <i>Also include estimated time.</i></p>	<p>Assignments/ Activities/ Assessments (Exercises/quizzes /exams/assessments) <i>Also include estimated time.</i></p>	<p>Discussions (collaboration in the course) <i>Also include estimated time.</i></p>	<p>Application of content learned (The student knows and fully understands the concepts that he/she learned. The students will collaborate with other classmates and the instructor to problem-solve situations in the classroom, in a class project, and eventually in the real world. The students should use what they have learned in class and apply it to their everyday life.) <i>Also include estimated time.</i></p>	<p>Media/ Technology Ideas <i>Also include estimated time.</i></p>

Module 2: Title of the Module
Purpose of the Module:

Objectives (Intended outcome of the module (Performance objectives and measures))	Readings/ Content Presentation (Textbook chapters, videos, PowerPoint, or other readings) <i>Also include estimated time.</i>	Assignments/ Activities/ Assessments (Exercises/quizzes /exams/assessments) <i>Also include estimated time.</i>	Discussions (collaborations in the course) <i>Also include estimated time.</i>	Application of content learned (The student knows and fully understands the concepts that he/she learned. The students will collaborate with other classmates and the instructor to problem-solve situations in the classroom, in a class project, and eventually in the real world. The students should use what they have learned in class and apply it to their everyday life.) <i>Also include estimated time.</i>	Media/Technology Ideas <i>Also include estimated time.</i>

References

Bloom, B.S., *Taxonomy of Educational Objectives vol.: cognitive domain*. New York, McKay, 1956.

Driscoll, Margaret, *Web-Based Training: Using Technology to Design Adult Learning Experiences*. Jossey-Bass/Pfeiffer, 1998.

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Gagne, R., Briggs, L.J., & Wager, W.W., *Principles of Instructional Design*. Harcourt Brace, 1985.

Heydenburg, Paul, Sadowski, Kenneth, Sukowski, Michael, *Course Design for Non-designers*, SLATE, 2009

Horton, William and Katherine, *E-Learning Tools and Technologies*. Wiley Publishing, Inc. 2003.

Les, William W. and Owens, Diana L., *Multimedia-based Instructional Design: Computer-based Training; Web-Based Training; Distance Broadcast Training; Performance-Based Solutions*, 2004.

APPENDIX A.

This document was provided by Mike Sukowski for inclusion in the minutes.