

D.E.C. MEETING AGENDA
October 21, 2017
12:30 p.m. – 2:00 p.m., LIB 301

- I. Call to order/ Introductions
- II. Approval of minutes of previous meetings
- III. New and expanding aspects of CSU online (Dr. Darga)
- IV. Edits of current DEC website & contract language
- V. Review Procedures & Guidelines for online programs/ courses
 - A. "how-to" or check list; already have moodle course shell directions (see attached)
 - B. need link/ pdf of example course shell (Miguel Fernandez or other course?)
 - C. Should we adopt part of formal ION (long) rubric to evaluate courses or ION online instructors? (recall Arizona comm. college)
 - D. Reminder: we have an expedited approval form for **existing** f2f courses seeking to change format. Still go through Curriculum comm.
- VI. Member Reports & Comments
 - A. CTRE (P. Boyles)
 - 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
- VII. Old Business
 - A. Policy for online course attendance/participation?
 - B. Standard fee structure for online programs?
 - C. Update on online curriculum partnerships (Caped...)
- VIII. New Business
 - A. Online and Hybrid Course Approvals (Psychology courses actions?)
 - B. Other
- IX. Final Remarks
- X. Adjournment **Next meeting (3rd Tuesday): November 22**



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

Module 1: Title of the Module Purpose of the Module:					
Objectives <i>(Intended outcome of the module (Performance objectives and measures))</i>	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 <i>(collaboration in the course)</i> <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>

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.
- Freeman, Richard, *Creating learning materials for Open and Distance Learning: A Handbook for Authors & Instructional Designers*, Commonwealth of Learning, 2005.
- 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.
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