D.E.C. MEETING MINUTES
October 17, 2017
12:30 p.m. – 2:00 p.m., LIB 301

Call to order/ Introductions at 12:36 p.m.
We do not have a quorum, yet. We have 3 voting members present: Jacobs, Garth, Jackson.

Members and Guests In Attendance: Karel Jacobs, Joni Jackson, Mike Sukowski, Patrice Boyles, Satasha Green, Bernard Rowan, Theodis Garth, Rosalind Fielder, Richard Darga.

Approval of minutes of previous meetings. Dr. Boyles made a motion to approve the minutes. Dr. Jackson seconded the motion. The minutes were approved. We cannot yet vote as we do not have a quorum.

New and expanding aspects of CSU online (Dr. Darga). Dr. Darga was unavailable today (Dr. Darga did arrive and provided an update - see below).

Member Reports & Comments

CTRE (P. Boyles) - Dr. Boyles will be offering online modules for training, as well as webinars to offer professional development (for those teaching online as well as F2F). That is her goal for the Spring 2018, to offer at least one webinar. In addition to the faculty development seminars. We also have online assessments of the training center that will be shared with the DEC.

Mr. Mike Sukowski. CSU hosted the Faculty Council for IBSE. Where do you find information about quality for online course development and teaching. Mike suggested people visit the SARA site. Don't Be Afraid of Big Sister SARA is a workshop that Mike has designed and delivered at other institutions and conferences. Mike will be providing monthly update to Provost Council, Online Program update. College of Education is "zooming forward." Mike will provide a copy of his report, which will be attached to the minutes.

Bernie Rowan. We may not have as many staff when the functions were separate. IT staff is reduced. What is realistic should flow from a broader strategy. We continue to be in an "interim situation." This committee needs to have a liaison to work with how do we build, how do we banner, etc. A special ad hoc committee, which examines how others do online learning. There's a lot going on with online. We need a committee made up of members involved in our online strategy (a broad university vision). To build the online enterprise is going to intersect IT, finance, etc. There also seems to be a policy role for this committee.

Dr. Green We did have our own IT folks. We had our own server (this was in the College of Education). IT has consolidated significantly. The idea of each college

having an IT person - instruction or IT support - is an idea but one we may not be able to pursue right now.

- Theo Garth. We need different units or parts working together. Moodle and IT currently work together.
- Dr. Boyles. The backbone is the infrastructure, bandwidth issues. Not sure how we can currently address these issues. With Student Support Services, we are hearing feedback from students re: access / bandwidth issues.
- Mike Sukowski. In favor of student workers for IT support issues, but they need to be trained to provide support.

New and expanding aspects of CSU online (Dr. Darga). Dr. Darga. Academic side stays in control. The technology side is part of academics. The support side has been expanded to improve coordination between colleges and their programs and support operations. All support operations need to be engaged. The centralization of support operation and marketing and recruitment activities is a more global support endeavor (but "not a takeover"). Colleges will still make a decision about what is put on line and when it is put online.

Is the support there now? Are there suggestions for improvements? The Office of Online Instruction, is going to be beefed up so that it can provide the kind of support. They designed a portal (which followed from the SWOT analysis). This is an effort to better understand colleges' need with regard to hybrid and fully online courses, as we move to offer fully online programs (which does not happen today because for some things students have to come on campus). Mike Sukowski is working to correct these elements of the online offering.

Dr. Darga. We need to identify what our strengths are and what our niche is with regard to online learning.

We need a forward-thinking Help Desk (currently the Help Desk is staffed by students). We need to address how we can work on helping to solve problems, by creating protocols and processes to improve function as a Help Desk.

Karel Jacobs. Reviewed the statements of the DEC Purpose and Online Education Mission Statement. The DEC website Welcome Page. We need to change the name of the committee to the University Distance Education Committee. The Welcome page may include the addition of the definition of "distance education," which is "Instruction provided to off-campus locations. It shall include, but not be limited to, video conferencing, web-enhanced courses, hybrid courses, web-based / online courses, or any combination of these multimedia delivery systems. These systems may be synchronous or asynchronous."

Is the DEC advisory or more than advisory? Jacobs - more than advisory given that DEC says "yay" or "nay" to course approval.

So Darga suggests the language changes to more than advisory.
The main active function we have is course approval. Or is it more?

Dr. Jacobs. Office of Instruction and Instructional Technology provides an Annual Report. The report was presented and it was accepted as is. Going forward, this report will be reviewed during the first meeting in the Fall semester.

The CTRE Report will be changed to the OOI&IT. All the CTRE Reports will be included under the Office of of Instruction and Instructional Technology. The past CTRE reports will be included because these are historical archives.

Should the Online Education Mission Statement be removed from the DEC site? This statement is the Office of Online Instruction and Instructional Technology mission statement not the DEC mission statement. There was a decision to remove the Online Education Mission Statement from the DEC homepage on Moodle.

There was a sidebar discussion about the re-authentication of WiFi access. We will ask that IT looks at the length of time people can be on WiFi before being "bumped off," for CSU verified credentials, not guest access.

We need to add links for CTRE and Office of Online Instruction and Instructional Technology on the DEC Moodle side bar. There was a discussion about where the links should be placed (on the sidebar, elsewhere, or in multiple locations). We need a link to the Portal.

We need a procedure for updated the "Faculty Who Completed the OCT." Perhaps we want to change the format so that this site can be more easily updated (currently, the updates can only be made on campus).
Do we need and where should these lists and links be placed and who updates:
- The list of online courses.
- The list of online courses for General Education.
- The list of faculty who have completed OCT.
- Other lists???

Beginning September 15, Dr. Boyles has requested evaluations from people attending CTRE seminars. This information was also shared at IBHE meetings.
- Presentation aligned with content - 3
- Presentation featured innovative ideas, models and approaches I can infuse in my classroom - 3
- Received all high ratings. Good quality feedback as well.

Dr. Jacobs. We need to deal with the process for how we approve courses. There is a rubric, but we have not used it.

We did not discuss old business or new business during this meeting. These comments were included on the agenda and are carried forwarded for inclusion in the next month's meeting or the subcommittee meeting:

"Edits of current DEC website & contract language
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.

Meeting adjourned at 2:01 p.m.

The next meeting will be on Tuesday, November 22, (3rd Tuesday)

Minutes Respectfully Submitted,

Joni Jackson

APPENDIX A.

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

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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 (Intended outcome of the module (Performance objectives and measures)	Readings/ Content Presentation (Textbook chapters, videos, PowerPoint, or other readings) Also include estimated time.	Assignments/ Activities/ Assessments (Exercises/quizzes /exams/assessme nts) Also include estimated time.	Discussions (collaboration in the course) Also include estimated time.	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.) Also include estimated time.	Media/ Technology Ideas Also include estimated time.

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) Also include estimated time.	Assignments/ Activities/ Assessments (Exercises/quizzes /exams/assessme nts) Also include estimated time.	Discussions (collaborations in the course) Also include estimated time.	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.) Also include estimated time.	Media/Tech-nology Ideas Also include estimated time.

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