

D.E.C. MEETING MINUTES

February 20, 2018

12:30 p.m. – 2:00 p.m., LIB 352

The meeting was called to order at 12:38 p.m.

We do not have a quorum, yet. We have 2 voting members present: Drs. Jacobs and Jackson.

Members and Guests In Attendance: Karel Jacobs, Joni Jackson, Mike Sukowski, Nancy Grim, Rochelle Johnson, A. Dimah

The agenda for today has been revised. Dr. Syzman is unable to attend, thus his presentation is postponed.

The computer in Room 352 is no longer functional.

Approval of minutes of previous meetings. Dr. Jackson made a motion to approve the minutes, as revised. Tabled until we reach quorum. We cannot yet vote, as we do not have a quorum.

Dr. Jacobs opened our discussion on the use of the evaluation rubric. Let's discuss the evaluation rubric. We began a brief discussion of Dr. Syzman's course.

- Mike Sukowski suggested that Dr. Syzman meet with an instructional designer to "tweak" the course. Most of the elements of the syllabus were "developing."
- Dr. Jacobs asked should we approve the course, recommending the changes under "developing." However, we did not vote on whether Dr. Syzman's course was approved or not.

Dr. Jacobs identified a number of challenges:

- One challenge we have is with the lack of resources.
- The committee may need training on the rubric.
- We don't want a complicated rubric because that might discourage faculty from creating an online/hybrid course. Thus, we need to identify and use some minimal level criteria met. We want to use the rubric as a tool to encourage development.
- Mike Sukowski: We could provide the Design Document to faculty, which describes what happens in OTC training. (The Design Document is on the OIT website.)
- Rochelle Johnson noted that the rubric may be daunting for faculty to use, (suggesting we need to simplify the checklist).
- We need to identify elements that are non-negotiable, per Dr. Grim. Then we might define a course as "provisionally" approved.
- There was a question presented by Dr. Jackson on behalf of faculty from the College of Business (COB). If someone is already approved to teach a course

online, why must they present to the DEC? It is part of the process and procedure.

- Mike Sukowski referred us to SARA guidelines. The DEC has to approve online courses, in accordance with standard processes used in the college or the university.
- If a course is just changing the delivery mode (online or hybrid for the first time), faculty must come before the DEC. Can we have an expedited format for a new online course to be offered by a faculty member who has completed OCT and currently teaches online?
- Some colleges require faculty to go through their College Curriculum Committee (although the procedures differ and not all colleges have a procedure).
- The first time a course is being developed, a new course, it must be presented before the Curriculum Committee and the DEC.
- We have an expedited form if an existing course is being changed to an online or hybrid format.
 - The idea behind the expedited form was to submit modules for 2 weeks, rather than modules for all 16 weeks.
- Mike shared what other institutions are doing. At NIU, you have to present an online course each time, and go through online training.
- Brand new courses are included on signature routing form.
- Dr. Satsha Green has a committee that will be discussing the routing procedures.
- We will keep expedited form for existing courses, where we are changing an existing course to online or hybrid.
- Is this different for hybrid? A good point – are all the criteria the same, for hybrid and online? Mike noted that most institutions do not differentiate between hybrid and online (for the approval process?). No reason to have a separate evaluation rubric.
- Dr. Jacobs: Can we have a checklist for the items that must be included (the idea of minimum requirements to receive approval).

Dr. Grim asked: What are the needs of this committee and faculty in delivering and developing online courses. We need to identify and define our needs.

Dr. Jacobs: Can we make a recommendation to the CTRE that we prioritize development of a space to allow faculty to develop and improve delivery of online and hybrid courses.

Dr. Jacobs: What about 3 CUES? Part of the process that faculty go through in the process of developing the modules and seeking approval from committee is course development and maintenance. There are CUES for development (3 CUES) and maintenance (1 CUE).

There was a discussion about the meaning of the items on the shortened rubric.

- What is “layout” – consistency and coherence

Dr. Jacobs noted some of the minimally required items that would include:

- Orientation module
- Uniform design layout
- Activities and strategies that engage students and include collaboration
- Communication with professor that is regular and engaging

There was a question from the College of Business regarding the number of DEC committee members who have completed OTC (online) training. Nine of the 19 committee members have completed OTC training.

Meeting adjourned at 1:48 p.m.

The next meeting will be on Tuesday March 27, (4th Tuesday)

Minutes Respectfully Submitted,

Joni Jackson

D.E.C. MEETING AGENDA
February 20, 201
12:30 p.m. – 2:00 p.m., **LIB 3rd floor stacks conf. rm**

I. Call to order/ Introductions

II. Approval of minutes of previous meetings

IV. Old Business

- A. Review/approve online course evaluation rubric
- B. Approve minor edits of DEC contract language
- C. DEC guidance on course attendance/participation policy
- D. Fee structure online courses - OK?

"Distance Learning Tuition and Fees

The tuition for distance learning students is the same as off-campus tuition with the addition of a \$50.00 distance learning fee per course that covers telecommunication costs. For more information call 773/995-2960 or visit our website at www.csu.edu/CTRE" From: p. 61 Graduate and Professional Academic Catalogue, 2014-2016

V. New Business

- A. Course Approval: Dr. R. Szyman PE 2363 Motor Learn. and Dev.
- B. Other

III. Member Reports & Comments

- A. CTRE (N. Grim)
- B. Office Online Instruction & Instructional Technology (M. Sukowski)
SARA APPROVAL!; Online curriculum partnerships?
(Caped etc.)
- C. Information Technology (P. Shinde)
Dell computer update; IT Desk & other support for distance learning students
- D. General Education Curriculum Committee (A. Redman)
- E. Graduate Council
- F. University Curriculum Committee
- G. Enrollment Management
- H. Provost's office
- I. Departments

VI. Final Remarks

Next meeting: Move to 4th Tuesday March 27th (Mar. 20 spring break)

VII. Adjournment

Rubric for Evaluating Online and Hybrid Courses
(This is the proposed simplified rubric for evaluating online or hybrid courses.)

This document is prepared by Chicago State University’s Distance Education Committee and Office of Online Instruction and Instructional Technology for approving online and hybrid courses for delivery. The form can be printed and used manually, or comments can be added to each section directly inside the digital document.

- **Non-Existent** - Not present, but should be, based on course design and content, or present, but not appropriate for this course.
- **Developing** - Some evidence of this criterion, but it needs to be presented more clearly or better developed.
- **Meets** - Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.
- **Exceeds** - Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.
- **N/A** - Not applicable based on course design and content.

	Non-Existent	Developing	Meets	Exceeds	N/A
Instructional Design					
Structure					
Learning Goals/Objectives/Outcomes					
Course Information/Instructor Contact Information					
Instructional Strategies					
University Academic Integrity Statement					
University ADA/Accessibility Statement					
Use of Multimedia					
Communication, Interaction, Engagement & Collaboration					
Activities & Opportunities					
Organization & Management					
Group Work					
Student Evaluation & Assessment					
Goals & Objectives					
Strategies					
Grades					
Feedback					
Learner Support & Resources					
University/Program Support & Resources					
Academic Support & Resources (Library, Learning Assistance Center/Tutoring)					

Design					
Layout					
Use of media					
Use of images					
Links/navigation					
Accessibility					
Additional Comments:					

This form is derived from the Illinois Online Network (ION) – Quality Online Course Initiative Rubric (QOCIR). ION and the Illinois Virtual Campus have taken the lead in developing a quality online course rubric and evaluation system in the state of Illinois. The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state and will support the nation in its efforts to increase the quality and integrity issues that have arisen in some online/distance education offerings.

This following form is proposed as a tool for faculty to use for expedited approval. It provides guidelines for completing the two modules required for changing an existing course to a hybrid or online course. There are modifications that may be required (e.g., there was discussion about whether there should be a notation for including the syllabus. Mike noted a concern.)

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) <i>Also include estimated time.</i>	Assignments/ Activities/ Assessments (Exercises/quizzes /exams/assessments) <i>Also include estimated time.</i>	Discussions (collaboration 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>