

APPENDIX A

SUMMARY OF CAPP RECOMMENDATIONS

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CAPP Recommends that:

1. DLCE develop one or more course models to be used in all distance education courses. The purpose of the models is to ensure the integration of the principles of instructional design into all courses and programs. The models must be flexible enough to accommodate a variety of course levels and disciplines.

These models must include the following elements:

- Clear description of the course objectives and outcomes.
 - Selection of appropriate instructional technologies (digital video files, computer conferencing, teleconferencing, virtual classroom using Elluminate Live, etc.) for course delivery.
 - Instructional design support for the course development.
 - Ongoing support for the course delivery using a variety of instructional technologies.
 - Clearly defined responsibilities for faculty, departments and DLCE in the development, the delivery, and the review and revision of the courses to maintain the quality and currency of our distance education offerings.
2. An ad-hoc committee chaired by the Director of DLCE should develop the MSVU course model or models in consultation with current faculty, faculty not yet involved with DLCE, Deans, Librarians, DLCE staff and external advisors. Once completed, DLCE must provide the MSVU community with information on the course models, and demonstrations of the potential for distance education technologies to assist MSVU with its mission for teaching and learning.
 3. DLCE adopt one administrative structure which integrates Multi-Mode and Instructional Television delivery. The purpose for this integration is to implement the course planning model (see Recommendation 1 above) for all distance education courses.
 4. The resources of Instructional Television be integrated into the production of video learning objects and digital video files for distance education courses. Departments, faculty and DLCE develop a transition plan for the conversion of current Instructional Television courses using the new course models as they are required to be revised.
 5. Within one year of Senate receiving this report, the Director of DLCE and the Deans provide an update to CAPP on integrated academic planning for distance learning. Specifically, the update should include the programs to be provided by distance learning, and the plans for delivery of the programs for the next three to five years.
 6. DLCE provide stimulating demonstrations to show faculty what can be done with instructional technology. With a clearly articulated course development model, CAPP believes that more faculty will be interested in the integration of technology into their instruction, and will contribute to the development and delivery of distance education. This

will contribute to the goal of offering sufficient arts courses to complete a general BA by distance education.

7. The DLCE Director survey academic departments to develop an inventory of current non-credit continuing education and possibilities for future participation. The Director will report to CAPP on the nature and extent of current activity and possible models for future directions for continuing education programming.
8. The person or group designated as being responsible for addressing each of the recommendations above report to CAPP on their implementation, or reasons for choosing an alternative course of action, no later than one year following Senate's receipt of the CAPP Review Report.