

A Basic Guide for CECP Module Development Teams



CECP: Cooperative Extension Curriculum Project

An Online Course System Sponsored by the Southern Region Program Leadership Network, the Southern Region Extension Directors and the Association of Extension Administrators

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These are basic guidelines for the development of online learning modules for the Cooperative Extension Curriculum Project (CECP) system. The core concept is that modules should ideally be developed by multistate, multiskilled, in some cases multidisciplinary teams. CECP should become a collection of the “best of the best,” non-duplicative, in-service training modules.

The charge to CECP module development teams is to create high-quality online materials. Standards for materials have been identified based on adult education literature including resources from the *Learning Resource Network*; *the International Board of Standards for Training, Performance and Instruction*; *The American Society for Training and Development*; and the *4-H Design Team Coordinator Handbook*. The **CECP Guidebook** is available online as a resource for these standards, criteria for educational quality and other details needed in module development. Go to www.cecp-online.org/info, click on resources then guidebook.

To begin your module development, go to www.cecp-online.org. Once you are at this site, follow the steps listed. If you want to open the courses and view the content you will need to register at www.cecp-online.org, just click the “register” link under the Login button.

1. Once at www.cecp-online.org you can click on any of these links — CECP-Approved Courses, All Courses or Search the database to see what proposals have been submitted, are under development and are being reviewed.
2. Each program committee has a professional development taxonomy or core competencies. They can be viewed at www.cecp-online.org/info. Click on resources and then core competencies. Review these taxonomies to make sure your proposal idea fits into one of those categories.
3. If your proposal idea is not found at any of these locations, submit your idea and be added to the Modules under Development database.

By searching the database for current proposals and submitting your idea, you will be able to guard against duplicating the efforts of another team. This will also allow you to communicate with the program committee chair regarding the priority of competencies within that particular program committee.

4. To submit your proposal idea and start your module development, you will need to work with your program committee, follow the guidebook and contact the CECP Web site administrators Jim Segers, jsegers@tamu.edu or Larry Lippke, llippke@tamu.edu. They will give you administrative access to start your module development.
5. The CECP system will accommodate and identify both program committee reviewed and non-reviewed modules. As appropriate, module review should be solicited from the associated program committee. Program committees are responsible for determining and implementing review procedures.

**Visit these Web sites for more information about CECP:
www.cecp-online.org/info or srpln.msstate.edu/cecp**



6. If you want to collaborate on an existing proposal, you can also submit your contact information to the author(s).
7. If you need assistance in filling some of the roles for your team, contact a member of the steering committee so that we can check with the program committees across the southern region to fill the gaps that you might have. The steering committee names are located at this Web site, <http://srpln.msstate.edu/cecp/who/steering.htm>.
8. As you develop module materials, consider including items from this criteria list.
 - Have an identified target audience
 - Have measurable objective(s)
 - Have an effective title
 - Give an estimated time for completion of the module by the learner
 - Provides delivery in an organized fashion
 - Follow acceptable social practices and model professionalism
 - Recognize and respect diversity
 - Respect and protect the self-esteem of the learner
 - Provide opportunity for learner success
 - Use frames of reference that are familiar to the learner
 - Build on previous experiences of the learner
 - Demonstrate content expertise
 - Make sure materials are relevant and have immediate usefulness or quickly link knowledge and skills to solving a problem
 - Demonstrate flexibility to learner needs and interests and allow learner control
 - Recognize different learning styles and rates and use multiple learning methods that are interactive and engage the learner
 - Check for understanding frequently
 - Measure learner performance of the objective(s)
 - Provide prompt and timely feedback as appropriate
9. **Completed modules**, upon approval by the review team, will become active in the CECP system and are then accessible by Extension professionals. Using a process for identifying the state in which the Extension professional resides, the system will apply the state's respective logo and other identifying graphics to the training materials it serves.

A wide range of tasks are required to complete an online module or course successfully. To help you identify these, a suggested list of team roles and corresponding responsibilities are listed on the last page.

A Recommended CECP Module Team and Their Roles

Project Coordinator

Meets with project initiator or PLC program committee in initial phase of project to:

- ▮ Examine objectives and appropriateness for Web-based course
- ▮ Help to identify other team members
- ▮ Manage overall project to ensure timely delivery
- ▮ Develop and implement a marketing plan after CECP approval

Subject Matter Specialist(s)

- ▮ Provides or writes course content
- ▮ Works with curriculum specialist on educational design
- ▮ Reviews module for accuracy of content
- ▮ Initiates updates for module
- ▮ Defines audience
- ▮ Does a final review prior to going to CECP

Curriculum Specialist/Instructional Designer

Assists subject-matter specialist in:

- ▮ Writing program objectives and criteria items
- ▮ Developing learning and evaluation measures/activities
- ▮ Organizing material into learning modules
- ▮ Working with graphic designer and/or multimedia programmer in user interfaces and betatests

Sponsor

- ▮ Provides money for project
- ▮ Evaluates module quality

Project Editor

Reviews module to ensure:

- ▮ Consistency of language
- ▮ Correct spelling
- ▮ Adherence to style guidelines
- ▮ Adherence to identity standards
- ▮ Appropriate reading level
- ▮ Checks for consistency with CECP guidelines



Graphic Artist/Designer

- ▮ Creates the graphics, logos, buttons for module
- ▮ Assists in planning the overall “feel” of module
- ▮ Edits existing graphics
- ▮ Works with instructional designer and/or multimedia programmer to design module template and user interface
- ▮ Receives materials from other team members and “assembles” the module
- ▮ Works with multimedia programmer to build and test the prototype multiple times
- ▮ Checks for consistency with CECP guidelines

Multimedia Programmer

- ▮ Designs enhanced interactive mechanisms to be incorporated in module
- ▮ Ensures fit with CECP content system
- ▮ Works with graphic designer in testing prototype

Evaluation Coordinator

- ▮ Conducts pilot of module and recommends changes
- ▮ Provides formative and summative evaluation of module

This outline is meant to convey in general terms the makeup of an ideal CECP Module Team. Actual teams will vary according to circumstances and need.