

Illinois IDEA HS
Summary of the Faculty and Instructional Designer Group Session

July 20, 2007: 10:45 am – 3:00 pm
SIU School of Medicine, Springfield, IL

Present: Diane Alberts (NIU), Melanie Burns (EIU), Jim Ciesla (NIU), Karen D'Arcy(GSU), Timothy Gsell (GSU), Lisa Hendrickson (GSU), Mahyar Izadi (EIU), Julie Kofod (UIC), Andrew Krmeneč (NIU), Sharron LaFollette (UIS), Jim Leon (NIU), Bill Lovekamp (EIU), Bill McCamey (WIU), Nancy Parsons (WIU), Mary Pritchard (NIU), Steve Reinhart (WIU), Carol Thompson (NIU), Kim Wisslead (WIU), Dingbang Xu (GSU). Dawn Anderson (Great Plains-IDEA) joined the group briefly during the morning session.

The group discussed criteria that could be used to identify and select courses to be offered through the Alliance. Although there was a long term context to this discussion, the important short term context was applying these criteria immediately to assist in identifying appropriate courses acceptable for initial offerings from the Alliance. These initial Alliance courses could be ready as soon as spring 2008. The criteria discussed, as well as additional comments are listed as follows,

- 1) demand for the course
- 2) course readiness to be served in an on-line format
- 3) willingness of relevant people/departments/institutions to offer the course
 - a. will relevant institution/department keep to their pre-determined long term schedule of availability?
 - b. will there be openings available or if necessary reserved for students from taking course through the Alliance?
 - i. a mechanisms suggested, that is used successfully by some institutions to deal with similar issue internally, is to agree to reserve an agreed upon number of slots for Alliance students until certain date, upon which those slots become open again.
- 4) type of prerequisites
 - a. are prerequisites such that they can be met by the students at other institution?
- 5) appropriateness of course to IL IDEA: HS
 - a. are there common goals or objectives between the programs as developing at the various institutions
 - b. does it support the homeland security/emergency management
- 6) is the course available for both undergraduate and graduate students?

Jim Leon (NIU) – CSCI559 (CISSP Review), Andrew Krmeneč (NIU)-GEOG-359/555 (Introduction to Geographic Information systems), and Bill McCamey (WIU) – LEJA310 (Introduction to Fire Protection) and :EJA 496 (Fire Investigation and Analysis) showcased courses that are taught online or are being developed for online delivery. The presentations also highlighted various routes to developing an online course. Leon is developing the course on his own. Krmeneč's course, developed for the GIS certificate, which is used for NIU Homeland Security certificates, received support for the web design through the NIU instructional design division. Bill McCamey (WIU) described courses whose internet content is being developed by a national organization, in his case, the U.S. National Fire Academy. In this example, the content

can be used by WIU and incorporated into the courses. There are a total of 13 courses available through the National Fire Academy. The Foundations in Homeland Security and Disaster Preparedness (UNIV 310/510 at NIU) was showcased at the meeting held 13 April 2007 and is available for preview on the Alliance website.

For the short term, several existing online courses from NIU, WIU, and UI-S were identified for potential inclusion as Alliance courses in the first semesters of offerings. These courses will be placed on a survey matrix and the member institutions will use the survey to help determine priorities. The matrix survey was initially suggested by Krmeneč, and the final questions of the survey developed with further discussion. This matrix of suggested initial courses and the survey developed from this discussion will be sent to member institutions. The Alliance coordinator at each institution will be the contact person for the input of their relevant faculty/department/colleges/divisions and be responsible for returning the survey results to Mary Pritchard. In order to have this information before the next meeting, the deadline for returning this survey was set for August 31st.

Courses not as far along in their on-line development or those which are still being developed were suggested by NIU and WIU. From NIU, courses in this latter category were CAHC 493/593 (Crisis Intervention for the Helping Professions), and POLS 386 (Global Terrorism) were suggested, and from WIU, LEJA 331, LEJA 330. This was assumed to be a very preliminary set of courses and that this list and its discussion remain open.

At present, in the start-up stages of the Alliance, it was agreed that the faculty team is self-empowered to approve or determine the initial set of courses to be offered through the Alliance structure and to help shepherd them along a process. Early in the discussion, and a theme throughout; it was agreed that in the long term, a formal process must and will be developed to provide a body that reviews submissions and proposals. There should be a well-defined mechanism for member institutions to submit courses for consideration and in the longer term, to request support from the Alliance for development of new course or support for putting a course on-line, and provides initial and periodic review of courses offered by the Alliance. Although many details (such as terms, representation, and committee structure) were not discussed the general discussion assumed the formation of a faculty board for this purpose. At this meeting, with the assumption that the Alliance would become an ongoing and sustainable organization, the administrative and advisory roles listed above were envisioned as devolving upon this committee. The primary role would be to provide the review process for the submissions for courses to be offered through the Alliance.

The discussion looked forward to a future that might include members asking for support from the Alliance to help fund converting a course to on-line format, if a particular need wasn't being met yet for a course that many institutions could use. The question arose as to what sort of information and proposal process might work most transparently for this. The instructional designers associated with several universities e-learning units discussed the time line and the steps for how projects are approved within their universities and what additional criteria the Alliance might require, in particular, the requirement that a proposal should justify the need. The designers agreed to put together a draft rubric based on their current internal process that could be a starting point for the Alliance proposals.

Dawn Anderson (Institute for Academic Alliances) joined the group for some time to share results from the survey and answer questions. One very significant difference between the Illinois IDEA:HS model and the Great Plains IDEA was clarified in discussion with her. In the Illinois IDEA model, the authority to develop curriculum and the goals of their own certificate or individual program and courses is controlled and remains with each member university. There is no expectation of an agreement for a standard curriculum for a single degree. Each university may have quite different programs that nevertheless fall under a homeland security umbrella. This is in contrast to the Great Plains IDEA model in which the same degree and its curriculum were agreed upon by the member institutions for the certificate/degree.

This institutional freedom will be an ongoing topic for future meetings because it complicates the development of a standard set of student learning outcomes that can be used to assess courses. The discussion identified the following possible goals for student outcomes:

- gain Global perspectives
- analyze issues related to homeland security and emergency management
- apply specific tools and knowledge of the field
- develop skills to communicate among service providers
- recognize the multifaceted aspects of complex systems
- estimate risk, risk assessment
- share a common foundation of training
- learn the importance of being flexible and adaptive, utilizing knowledge from the courses
- evaluate the success of preparedness and interventions

Final action items:

- 1) Pritchard will distribute a survey matrix of the initial courses, with appropriate descriptors. (It will be sent to the IDEA coordinator of the school, who should work with that university's involved faculty to determine the assessment of the courses).
- 2) The initial course matrix survey discussed in item one will be returned by the IDEA coordinators to Mary Pritchard by August 31st and its results used in the next meeting to establish priorities of courses to be included in the initial offerings.
- 3) Those member institutions with HS relevant external advisory committees will advise or inform them of the creation and implications of the Illinois IDEA HS.
- 4) The WIU and NIU instructional designers will work together to suggest a draft rubric (based on the rubrics they already have in place to evaluate internal proposals) for evaluation of web course proposals that can be used for discussion at a future meeting.
- 5) Members of the faculty team will collect documents of the goals/objectives of the existing certificates/programs at their respective universities in order to try to find some common ground to develop Alliance student learning outcomes and course assessment rubrics.

Topics suggested as agenda items suggested for next meeting:

- 1) Further discussion of Faculty advisory panel to the Board of Directors
- 2) Further discussion of student learning outcomes
- 3) Further discussion of process for approving and reviewing courses
- 4) What support should be offered through the Illinois IDEA HS website?