

Illinois IDEA HS Faculty Team Meeting Notes
21 September 2007
Western Illinois University
Macomb, Illinois

Participants

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Steve Shih, Governors State	Jamie Johnson, WIU
Eric Wignall, Governors State	Bill McCamey, WIU
Veronica Williams, Governors State	Nancy Parsons, WIU
Mary Pritchard, NIU	Bonnie Smith-Skripps, WIU
Jim Leon, NIU	Antigone Kotsiopoulos, Consultant
Deb Pender, NIU	

Survey of Courses Proposed for Initial Offering in Fall 2008 and Spring 2009

The initial goal is 3 or 4 courses each semester. Criteria for selection were developed at the July 20 meeting in Springfield. A list of courses identified at the July meeting was distributed to participating institutions along with a survey. The list and survey were distributed to those in attendance at the meeting and each institution discussed their priority needs for courses.

NIU and WIU have offered to supply courses for the first two semesters. All active members of the alliance are expected to supply courses in the future, bringing together the homeland security specialties of the member universities in a collaborative rather than competitive relationship.

After reviewing the survey results, the committee discussed issues related to the courses.

1. Course names – these may vary from university to university for the same course.
2. Course management system – students say they are comfortable with all platforms.
3. Students' ability to succeed in online courses. This is hard to predict. 24/7 support for students is probably necessary. The policy survey gathered information about support.

Courses Recommended for Spring 2008

CSCI 559 *CISSP Review*, undergrads with 90 hours and 3.0 GPA (NIU)
OR CPSC 581 *Information Security* (GSU)
GEOG 256 *Maps and Mapping* (NIU)
LEJA 310 *Fire Protection* (WIU)
UNIV 310/510 *Foundations of Homeland Security and Disaster Preparedness* (NIU)
OR EM 276 & EM 304 *Introduction to Hazards and Principles of Emergency Management* (WIU)

Courses Recommended for Fall 2009

CSCI 559 *CISSP Review* (NIU)
OR CPSC 581 *Information Security* (GSU)
EM 461 *Business and Industry Crisis Management* (WIU)
EM 478 *Managerial Issues in Hazardous Materials* (WIU)

FCS 151 *Food Safety* (WIU) – formerly FCS 104 – not online yet
GEOG 359 *Intro to GIS* (NIU)
POLS 386 *Global Terrorism* (NIU) – not online yet
SOC 488 *Community and the Fire Threat* (WIU)
UNIV 310/510 *Foundations of Homeland Security and Disaster Preparedness* (NIU)

Online Course Development Issues

Eric Wignall of GSU reviewed recommendations of a team of instructional designers from NIU, WIU, and GSU. The documents are attached to these meeting notes are:

1. “Review of Course Proposal/Review Process” ensures that a proposal passes muster at its own institution as well as meeting Alliance needs.
2. “Call for Proposals.” This document lists items needed to apply for online development.
3. “Proposal Cover Sheet”
 - a. Ownership and License Rights – Two Options
 - i. Fee for Development (usually for modules and learning objects)
 - ii. Joint ownership – university owns media, faculty owns content
 - b. Conditions of Payment/Timeline/Review
 - i. When are faculty paid?
4. “Suggested Syllabus Items” (course outline)

These will help to standardize IDEA HS syllabi. Faculty team members need to review this list to assure that all of the information required at their institutions will be provided by this format.
5. “Online Course Rubric” (based on a University of Maryland document)
 - i. This is an evidence-based rubric.
 - ii. Faculty course creators are expected to use the rubric individually before submitting a course for approval.
 - iii. A review committee will administer the rubric and report results.

Several Board of Directors issues were identified in the document (highlighted in document):

1. Each institution establishes process for campus review and approval of proposals.
2. Alliance establishes grant process, funding level, deadlines, proposal requirements (length, number of copies, etc.), submission location, eligibility for funding; necessary signatures.
3. Alliance to determine amount and source of funding for course development and priorities of the Alliance; conditions of payment; intellectual property issues.
4. Alliance to determine review panel and finalize IDEA Online Course Rubric.

Courses Needed:

Illinois has no computer “Documentation” course. There is a need to develop this course.

Selection Process

Universities offering the courses recommended for fall 2008 and spring 2009 need to submit course syllabi for review at the next meeting. The Faculty Team will use the review process to make final decisions on the first course offerings. This will serve as a test of the process proposed below.

The Alliance may offer two kinds of courses – those that meet its standards and those that do not initially meet the standards. Eventually, course quality will be consistent across all courses. In the future, it is hoped that faculty will be able to seek funding to upgrade their online courses to meet standards and to update course content.

Course Learning Outcomes and Assessments

Consultant Antigone Kotsiopoulos explained the processes used by Great Plains IDEA. An inexpensive software tool developed at Colorado State is available to assist in developing learning outcomes and assessments. (Contact person is Kim Bender at CSU.) CSU has 200 programs (academic and other units) using the tool as part of their continuous improvement process. A group of trained reviewers assesses a unit’s success in using the process. Examples are available at www.colostate.edu under Assessment>Faculty>Best Practices for Planning and Evaluation>All Plans. Improvement mechanisms include the use of external reviewers (like business or public safety representatives) to review students’ work.

The system began by requiring 3 student learning outcomes to be measured per course or project so it was manageable. Faculty members for each academic program conduct their own evaluations using this system. Colorado State administers the outcomes and assessment process for Great Plains IDEA and reports results in two different ways – a complete report for internal use and a sanitized version for external dissemination. The system has turned out to be very useful for accreditation and evaluation of grant-funded projects, not to mention improved courses.

Clearing House Feedback

Suggestions were offered for the clearinghouse section of the IllinoisIDEAHS website:

- Mouse-overs – Place below the link.

- URL for the clearing house - Committee recommended that the URL stay within the Illinoisideahs.org family.

- Type face should be larger and bolder

Nancy Parsons requested that all members send additional links and other suggestions.

HOMEWORK AND NEXT STEPS

- Mary Pritchard requested that all institutions review the online course development documents and provide feedback about their relevant policies and practices. Courses to be offered in Spring 2008 will also be tested against the process by NIU, WIU, and GSU - especially the syllabi.
- Review the list of outcomes on page 3 of the July 20 minutes and return comments.
- Mary Pritchard will test the process' policy needs against the policy survey results that were reported at the last meeting. She will also send information regarding how to complete the policy survey to Bob Warner at CSU.
- All members need to report to Mary Pritchard each institution's policy on class size for online courses.

Issue for research: Instructors' legal liability for teaching homeland security knowledge and skills to potential terrorists. FBI is currently tracking course offerings and may be interested in students enrolled in these courses. Should some courses or modules NOT be offered online?

Issue for future agenda:

Great Plains IDEA learning outcomes and assessment for courses and programs – is evaluation at this level part of the second IDEA HS grant proposal? How will Illinois IDEA HS demonstrate the quality of its programs?

Could Alliance meetings be held through distance education technologies?

What is the capacity of courses for students from Alliance schools?

Issue for research and action: Potential Learning Outcomes - Prepare students to meet standards for homeland security professionals. IllinoisIDEA HS could make an important contribution to the homeland security alliance by collating and/or developing standards in this emerging field.

Policy action recommendations: The online course development process uses policies on intellectual property, faculty pay, and other issues. The faculty committee will submit issues to the Board of Directors for review and action.

Innovative Delivery of Education Alliance – IDEA HS Course Proposal/Review Process

1. Alliance determines need to develop online course aligned with priorities and sends out call for proposals.
2. Faculty member from an eligible university completes a proposal for funding.
3. Faculty member sends proposal through the proper administrative signoff process and submits to Alliance Proposal Review Team. [Alliance to establish team]
4. Alliance Proposal Review Team reviews proposals and approves or rejects.
5. Alliance Proposal Review team secures appropriate signatures for approved proposals and notifies university. At this point, faculty member may receive part of funding. [Alliance to determine amount] Team also notifies universities of rejected proposals.
6. Course development process takes place based on timeline submitted in proposal.
7. Prior to course offering, selected members of Alliance review course using the Illinois Alliance Course Evaluation form. [Alliance to determine review panel and finalize IDEA Online Course Rubric]
8. Upon meeting evaluation criteria, faculty receives balance of payment for course development.
9. Participating Alliance universities submit course through their approval process.
10. IDEA website updated with new course offerings.

Innovative Delivery of Education Alliance – IDEA HS *Call for Proposals*

Description: [Information about who is offering the funding, the amount of the grants, and the priorities of the Alliance.]

Deadline for submission: [Information about deadline for proposal and where proposal should be sent.]

Eligibility Criteria: [Information about eligible candidates for the funding.]

Proposal: Proposals should include the following sections. [Include other proposal requirements here (e.g. length, number of copies...)]

- Proposal cover sheet (*see Attachment A*)
- Project Timeline
- Syllabus (*see Attachment B*)
- Course Description: Provide a brief description of your course (not to exceed 2-3 pages) that answers the following questions:
 - Does your course require textbooks? Does your course require additional reading materials? If so, please describe.
 - What communication tools will you use in your course (email, chat, discussion board)? What will be required of students in regards to communication with you and the rest of the class?
 - How will your course present new material to students using online technology and strategies? What media do you plan to use in this course?
 - How will the course materials/activities address the instructional objectives?
 - Have you considered how you will accommodate persons with disabilities in your course? What issues will you need to address?
 - How will you assess student learning?

Attachment A

**Innovative Delivery of Education Alliance – IDEA HS
Proposal Cover Sheet**

General Information

Name of university

Course

Title _____

Course Number _____ Credit Hours: _____

Catalog Description [Length requirements to be determined by
Alliance] _____

Name(s) of faculty creator(s)

Phone _____ Office Fax _____ E-
mail _____

Department/Division

Department Chair

Phone _____ Office Fax _____ E-
mail _____

Enrollment Restrictions (if any)

Course Pre-Requisites

Term when the course will be scheduled for the first time

How often course will be offered_____

How course addresses Alliance established priorities_____

—

Ownership and License Rights Options

[Alliance needs to spell this out]

Conditions of Payment/Timeline/Review

[Alliance needs to spell this out]

Conditions for Course Development

- I agree to establish and stay on a development schedule that will ensure my online course is ready to be offered during the proposed semester.
- I agree to develop a course that is 100% online.
- I agree to design the course to meet the criteria established by IDEA for development of all online courses using the IDEA Online Course Rubric (see Attachment C).
- I agree to host the online course in my university's learning management system (LMS).
- I understand that prior to the course being offered as an IDEA HS sponsored course, it will be evaluated by IDEA review team using the IDEA Online Course Rubric (see Attachment C).
- I have read and accept the Alliance's Intellectual Property policy:
[Insert Alliance Intellectual Property policy here]

Signatures: **[Alliance needs to determine necessary signatures]**

Faculty Developer _____

Date _____

Department Chair _____

Date _____

Dean _____

Date _____

Chief Academic Officer _____

Date _____

IDEA HS Representative _____

Date _____

For more information, **contact [name] at [phone number] [email address]**

Attachment B

Innovative Delivery of Education Alliance – IDEA HS Suggested Syllabus Items

1. **College/Division** in which the course is offered.
2. **Course Title:** If this is a new course, be sure to carefully consider current terminology usage and the ability to communicate clearly to the public.
3. **Course Number:** Make sure that the proposed course number has not been active for at least five years.
4. **Credit Hours:**
5. **Instructor's Name/Originator's Name:** A GSU faculty member's name must appear here even if the course is taught by adjunct faculty, in which case both names should appear.
6. **Term Offered:**
7. **Course Description:** Describe in 60 words or less the academic content of the course (i.e., what subject matter is being covered) and any unique features. Do not list competencies or include rationale for taking course. See respective items 11 and 13.
8. **Prerequisites (if any):**
9. **Restrictions (if any):** Examples: must have RN license to take course; must be a candidate for the degree to take course; must hold a valid teaching certificate, etc.
10. **Rationale:** From the student's perspective, why is this course worth taking? How will it benefit them?
11. **Intended Audience:**
12. **Expected Student Outcomes:** This statement could be course objectives, a complete set of competency statements, a set of expected skill outcomes that should result from taking the course; etc.
13. **Texts:** List all required text(s). If other materials are required, list them.
14. **Topical Outline/Course Content:** List briefly the topics that will be covered during the course. List the topics in the logical order they will appear in the course.

15. **Evaluation:** Include the method(s) and scale of evaluation to be used in the course.
If this is a non-graded course, a statement stating so must be included.

Attachment C

IDEA Online Course Rubric

Based on Quality Matters: Inter-Institutional Quality Assurance in Online Learning
Adapted by Governors State University

I. COURSE OVERVIEW AND INTRODUCTION

The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

Introduction Standards:	Done	Where/How
I.1 Navigational instructions make the organization of the course easy to understand.		
I.2 A statement reflecting the course description introduces the student to the course and to the structure of the student learning.		
I.3 Behavioral and format expectations with regard to discussions and email communication are clearly stated.		
I.4 The self-introduction by the instructor is appropriate.		
I.5 Students are requested to introduce themselves to the class.		
I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.		

II. LEARNING OBJECTIVES (COMPETENCIES)

Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

Learning Objectives Standards:	Done	Where
II.1 The learning objectives of the course describe outcomes that are measurable.		
II.2 The learning objectives address content mastery, critical thinking skills, and core learning skills.		
II.3 The learning objectives of the course are clearly stated and understandable to the student.		
II.4 Instructions to students on how to meet the learning objectives are adequate and easy to understand.		
II.5 The learning objectives of the course are articulated and specified on the module/unit level.		

III. ASSESSMENT AND MEASUREMENT

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

Assessment Standards:	Done	Where
III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.		
III.2 The grading policy is transparent and easy to understand.		
III.3 Assessment and measurement strategies provide feedback to the student.		
III.4 The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.		
III.5 "Self-check" or practice types of assignments are provided for quick student feedback.		

IV. RESOURCES AND MATERIALS

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Materials Standards:	Done	Where
IV.1 The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.		
IV.2 Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.		
IV.3 The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.		
IV.4 The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software – are consistent in organization.		
IV.5 All resources and materials used in the online course are appropriately cited.		

V. LEARNER INTERACTION

The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

Interaction Standards:	Done	Where
V.1 The learning activities promote the achievement of stated objectives and learning outcomes.		
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.		
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)		
V.4 The requirements for course interaction are clearly articulated.		
V.5 The course design prompts the instructor to be present, active, and engaged with the students.		

VI. COURSE MEDIA & TECHNOLOGY

To enhance student learning, course technology enriches instruction and fosters student interactivity.

Tech & Media Standards:	Done	Where
VI.1 The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.		
VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.		
VI.3 Technologies required for this course are either provided or easily downloadable.		
VI.4 Course tools and media are compatible with existing standards of delivery modes.		
VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.		
VI.6 Course technologies take advantage of existing economies and efficiencies of delivery.		

VII. LEARNER SUPPORT

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

Learner Standards:	Done	Where
VII.1 The course instructions articulate or link to a clear description of the technical support offered.		
VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.		
VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.		

VIII. ADA COMPLIANCE

The course is accessible to all students.

ADA Standards:	Done	Where
VIII.1 The course acknowledges the importance of ADA requirements.		
VIII.2 Web pages provide equivalent alternatives to auditory and visual content.		
VIII.3 Web pages have links that are self-describing and meaningful.		
VIII.4 The course demonstrates sensitivity to readability issues.		

Evaluation done by: _____

Comments: