800.1   Educational Curriculum and Course Development: CTE Advisory Committees

Revised: 1/8/2025 (Incorporated applicable content from Procedure 600.1)

The following procedures are pursuant to Illinois Eastern Community Colleges' policy on Educational Curriculum and Course Development (800.1) and provide guidelines for the organization and operation of the Career-Technical Program Advisory Committees.

Each career and technical education program shall have an advisory council in place. The program faculty shall be responsible for developing the advisory council and shall select business and industry representatives relative to their occupational program or occupational cluster. Program faculty are responsible for selecting the number of members on the council as well as scheduling the meetings. Advisory councils shall provide input on program courses, outlines, outcomes, student handbooks, certifications, and current business trends.

Advisory councils should meet a minimum of once a year. Advisory council membership and meeting minutes should be sent to the Deans of Instruction on a yearly basis.

A. Purpose, Policy, and Rules

1. It is recommended that the purpose, policies, and rules governing the studies and activities of the Career and Technical Program Advisory Committee will be worked out carefully between the members of the Board of Trustees and the Citizens' Advisory Council. In general, however, the following would seem to be worthy of our consideration as guidelines for operation:

   a. The Career and Technical Program Advisory Committee should confine its attention to the area of policy determination and development.

   b. This committee should recognize manners which are strictly administrative in nature and the problems which are the prerogative and responsibility of the Board of Trustees and its selected staff.

   c. The Career and Technical Program Advisory Committee shall have the task to study, to advise the Administrative Council and the Board of Trustees on policy matters, and to help implement action when requested by the Board of Trustees.

2. The following represents some of the areas which offer genuine opportunities for important services by the Career and Technical Program Advisory Committee:

   a. The establishment and implementation of two-way communication with the people of Illinois Eastern Community College District No. 529;

   b. The appraisal of the nature and extent of educational needs at the campus level as a basis for curriculum development;

   c. The development of long-range plans for the campuses of Illinois Eastern Community College District No. 529, so that its growth will be coordinated and systematic;

   d. The development of cooperative programs with other institutions and social agencies of the District;

   e. The development of part-time work programs with industry for the students of the District;

   f. To develop, where possible, ways and means of periodically evaluating the effectiveness of the occupational programs of the District; and

   g. To articulate with any and all Secondary Area Vocational Schools.

B. Provision for Revision

   The membership will review these policies and procedures annually and make recommendations for any change deemed desirable.

<u>800.9   Online Course Development</u>

Date Adopted: May 3, 2024

In concordance with policy 800.9, IECC will design and develop quality online programs and certificates as approved and directed by the Chief Academic Officer or designee. Key principles will include Regular and Substantial Interactions (RSI), Quality Matters (QM) principles, templates developed by the Center for Excellence in Teaching and Learning (CETL), approved master shells, and a strong focus on quality in online education. Utilizing a team-based approach, CETL facilitates all district course design and online course review. The process for course and online development is outlined below.

1. Initiation of Course Development
    a. Course selection for online development is based on guided pathways courses and alignment with Illinois Articulation Initiative (IAI) outcomes, the approval of academic leadership, and the district's strategic goals.
    b. CETL initiates the course development process upon receiving the approved list of courses from academic leadership.

2. Team Formation
    a. CETL forms a multidisciplinary team for each course, comprising of faculty subject matter experts (SMEs), instructional designers, technology specialists, and a project manager.
    b. Team members are briefed on IECC's commitment to RSI, QM principles, and CETL templates.

3. Course Design and Planning
    a. Utilizing CETL's QM-compliant templates, the team collaborates to design the course framework, aligning learning outcomes, assessments, and instructional materials.
    b. Regular meetings are scheduled to discuss progress, challenges, and strategies for effective online course delivery.

4. Development of Course Materials
    a. The team develops course content, including multimedia, assessments, and interactive activities, ensuring alignment with QM standards and ICCB syllabus guides or guidelines.
    b. CETL provides support and resources for content development, ensuring accessibility and inclusivity.

5. Regular and Substantial Interaction Integration
    a. The course design incorporates elements promoting regular and meaningful interaction between students and instructors and between students and students.
    b. Strategies for fostering engagement and collaboration are discussed and implemented.

6. Quality Assurance and Review
    a. Upon completion of course development, CETL representatives conduct a thorough review of QM standards and RSI requirements.
    b. Selected courses may go through a formal or informal QM review process.
    c. Feedback is provided to the team for any necessary revisions to meet the quality benchmarks.

7. Draft and Feedback Collection
    a. A Draft version of the course is offered to gauge its effectiveness and gather stakeholder feedback.
    b. Adjustments are made based on feedback and observed outcomes.

8. Final Approval and Launch
    a. After revisions, the CETL director will sign off for final approval.
    b. Once approved, the course is launched and made available to students.
    c. SMEs are compensated *only* after final approval.
    d. CETL staff will provide a list of completers to payroll for processing at appropriate times.

9. Ongoing Support and Enhancement

800.9   Online Course Development

    a.   CETL provides ongoing support to instructors for course delivery and addresses technical or pedagogical issues.

    b.   The course is reviewed every three years per collective bargaining contract and outlined in the step-by-step process below.

10. Professional Development and Training
    a.   CETL offers continuous professional development opportunities to keep faculty and staff updated with the latest trends in online teaching and learning.

11. Documentation and Reporting
    a.   All stages of the course development process are documented.
    b.   Regular reports on course performance, student feedback, and other relevant data are submitted to academic leadership for review and continuous improvement.