Outline for Effective Practices for Distance Education Paper –
Faculty and Student Preparation for Online Classes
Updated DE Task Force January 24, 2014
Approved Executive Committee February 1, 2014

I.   Abstract

II.   Introduction
   a. Need for this paper and related Senate positions
      i. Push for increased online offerings
      ii. Accreditation concerns and achievement gaps - lower success rates online vs. in-person
      iii. Senate resolutions and positions (papers, etc.)
   b. Topics to be covered – (Preparation for, not during)
      i. Student preparation for online courses
      ii. Faculty preparation for online courses
      iii. Overview of the surveys on faculty preparation and student preparation

III.   The role of your senate
   a. Academic and professional matters
      i. Professional development
      ii. Curriculum
      iii. Student preparation and success
   b. Collaborating with your faculty union

IV.   Student preparation to take online classes
   a. What are the effective practices?
   b. What is being practiced in the CCCs to prepare students for online classes and to what extent it's done in the system (examples)
   c. Assessment of student preparation practices: questions to consider
      i. How well does it work?
      ii. Are there equity issues?
      iii. Who should be responsible for implementation?
   d. Recommendations

V.   Faculty preparation to teach online classes – resolution from Spring 13
   a. What are effective practices?
   b. What is being practiced in the CCCs?
      i. Types of training
      ii. Training resources – availability, cost, benefits
      iii. Mandatory versus recommended online pedagogy training, and how many colleges offer
   c. Assessment of faculty preparation practices: questions to consider
      i. How well does it work?

        ii.   Who should be responsible for the implementation?
    d. Recommendations

VI.   Conclusions/Summary – to include summary of any recommendations already stated in the body of the paper in the appropriate sections.

VII.   References

VIII.   Appendices
    a. Resources related to student preparation and faculty preparation
    b. Survey results
    c. CCCCO Data
    d. Relevant Title 5 sections

Comments from Executive Committee:

- Dianna Chiabotti expressed a concern about the potential tone of the paper was raised. Specifically, will we be recommending formal Senate positions, or will this be a informational paper? The specific concern expressed by one member was about whether or not we were going to recommend different standards (i.e. qualifications) for DE faculty compared to non-DE faculty.

- Beth Smith advised us to consider discipline differences for both students and faculty when considering student preparation and faculty preparation needs.

Outline approved Executive Committee 2/1/2014