

Cañada College Academic Senate

Draft: Summary from the Spring 2006 Online Teaching Forum,

April 27, 2006

In attendance: President Mohr, Vice President McBride, Dean Townsend-Merino, Dean Hayes, Dean O'Donnell, Ray Lapuz, Jeanette Medina, Chuck Iverson, Daniela Castillo, Jennie Castello, Karen Olesen, Monica Malamud, Romy Thiele, Denise Erickson, Jack Preston, Evan Innerst, Paul Roscelli, Lesli Sachs, Nancy Wolford, Chuck Carlson, Peter Bruni, Patty Dilko, Anyta Archer, Dave Clay, Susan Traynor, Jim Petromilli, Rita Sabbadini, Mike Tyler, Robert Lee.

Here are the questions posed by the panelists:

1. Do online classes really work? Why is there such a high drop rate? Are students learning?
2. How should we assess student work to ensure academic rigor?
3. Do we want to implement online teaching at Cañada?
4. Does the District plan to fund: A course management system? Faculty training in technology and online learning? Faculty stipends for the development of courses?
5. How do we address instructor "burn out"? Will there be sufficient technical support?
6. How will the District train and oversee the issues of copyrighted materials, fair use of materials, and accessibility guidelines?
7. Why are we doing it?
"I hope that we don't do it to get students, I hope we do it right so that students will come to us."
8. What kind of classes do we want to offer in an online context:
Fully online - Hybrid - Partially online - Technology supported on campus
9. Who will participate?
10. How will the faculty define what support that we will need to from the District to implement the online platform?
11. What if every time we introduced a new course it would have an online component?
12. What if we were to offer fully online certificates?
13. What if we were to offer a fully online general education degree?
14. How do we keep the Library and research component to education alive in an online environment?

Recommendations made by the group:

Faculty roles and responsibilities

- Individual faculty members must be able to choose whether they would like to teach online or not.
- Faculty members should be compensated for online course development by stipends or release time.
- Faculty should be qualified to teach and develop online courses and should keep those qualifications current through District supported training and outside opportunities (perhaps CTL could develop an online teaching certificate)

- There should be a faculty Distance Learning Coordinator on each campus
- Faculty discipline experts need to decide which classes may be appropriately taught online

Senate roles and responsibilities

- District and College Senates, through the Curriculum Committees, should participate in the development of “Distance Learning Course Development Policies and Procedures.”
- Senate should invite some faculty academic tech/distance ed coordinators and teachers from other institutions to come and discuss some of their best practices and experiences. Some colleges (Pat James Hanz, at Mt. San Jacinto, or someone from Foothill/DeAnza) have been doing this for awhile and it might be interesting to hear what they would do the same and differently.

Course management system

- Any course management system should be fully supported from the beginning. This should include technical, pedagogical, and training support.
- Course management system must adequately address copyright, fair use of materials, and accessibility issues
- System should be flexible and responsive including e portfolios, and ease of use for faculty

Course development considerations

- One course outline for each course with separate addenda for each variation in the way a course is delivered
- Each time there is a change in amount the online component, it must be approved by the Curriculum Committee
- Adequate consideration for weekly student contact hours must be articulated in course outline
- Adequate consideration for the role of library orientation, research and learning should be included in course and program development
- Adequate consideration for assessment must be articulated in course outline
- Course materials should be considered intellectual property and treated as such
- Class size, compensation, contact hours, seniority and intellectual property issues should be resolved prior to implementation

Policy and procedures recommendation

- Faculty, through the Senates and AFT, should participate in the development of “Distance Learning Policies and Procedures” before the development of online certificates or degrees is completed by the District.