

Suggestions for Distance Education
Academic Senate Meeting
October 2, 2008

The Executive Committee suggests that the Academic Senate do four things in response to the two sets of recommendations that we have received. These recommendations are in the spirit of CAC recommendation #9 (a commitment to shared governance in the administration of distance education), and Academic Senate/MPCTA recommendation #8 (develop a DE plan and manual).

- A. Acknowledge the work of both the CAC group and the Academic Senate/MPCTA group and endorse further dialog.**
- B. Encourage the MPCTA to take on those issues that are clearly negotiable and the responsibility of the union.** These include the following Academic Senate/MPCTA recommendations
 1. Appropriate compensation for designing an on-line course (Rec. #1)
 2. Appropriate load factor for an on-line course (Rec. #2)
 3. Proprietary rights (Rec. #4)
 4. Evaluation of distance ed instructors/classes (Rec. #9)
 5. Article 15.12.1—Presence on Campus (Rec. #10)
 6. Possible incentives for the development of DE courses (CAC Rec. #1)
- C. Encourage communication and collaborative efforts with the CAC as they develop processes and procedures to deal with DE courses.** The CAC will be the ones that implement and/or “enforce” many of the processes and procedures developed for Distance Education. In large part, it is the CAC that will ensure the rigor of the DE curriculum. Specifically, the CAC should
 1. Ensure academic rigor and currency of curriculum (Senate/MPCTA Rec. #5)
 2. Recognize the differences and similarities of DE courses and develop appropriate forms and processes as appropriate (CAC Rec. #7 & 8)
- D. Create an ad-hoc Academic Senate/CAC task force.** The “task force” will have specific tasks to complete, after which we will reassess the need for the continuing work of the committee. The task force will include the Dean of Economic Development and Off-Campus Programs and will work with her or make specific recommendations to her in efforts to complete the following tasks. This list comprises the faculty perspective on what needs to be done in DE at MPC.
 1. **Develop a Distance Education Plan** that investigates the implications of increased use of DE at MPC. The DE plan should address the following areas:
 - a. How to provide high quality support and training for a potentially increased number of DE instructors (CAC Rec. #2)

- b. Research into the needs of prospective DE students so that we know which programs are appropriate for DE course development and how to market/promote these efforts (CAC Rec. #3, 4, & 6; Senate/MPCTA Rec. #8)
 - c. Research into the effect of DE on the FTES of existing face-to-face courses (Senate/MPCTA Rec. #7)
 - d. Research into the needs of current DE students in terms of the appropriate services that these students could obtain at a distance (CAC Rec. #5)
2. **Review and revise or add to, if necessary, the Distance Education Manual** so that it includes sections about
- a. class sizes, which should be set based on pedagogical considerations rather than historical norms (Senate/MPCTA Rec. #3)
 - b. standards of academic rigor and currency of curriculum (Rec. #5)
 - c. integrity of testing and assessment (Rec. #6, and recent letter from ACCJC)
 - d. examples of successful pedagogical techniques for distance education (Rec. #5)
 - e. information about training on the technology used for distance education courses
 - f. information about technological support for distance education instruction (CAC Rec. #2)
3. **Present to the Academic Senate appropriate sections of the Distance Education Manual so that they may be vetted by the faculty.** Appropriate sections are those that deal with academic and professional matters, and will include new sections, revised sections, and old sections that have never been vetted in the past.
4. **Review any existing Board Policy on DE to see if it needs revision.** If it needs revision, take appropriate steps to send it through the shared governance board policy review process.
5. **Ensure that MPC is in compliance, or plan ways to achieve compliance, with the Ed Code and Title 5 regulations, and ACCJC standards concerning distance education.**
6. **Bring any major changes in process and/or policy to the Academic Senate for approval.**
7. **Bring any difficult to resolve issues to the Academic Senate, or appropriate shared government committee, for further dialog and direction.**