Education Policy Committee Meeting
November 22, 2011
Minutes

Present: Gasco, Price, Aguilar, Ganezer and Brooks

The meeting opened with a discussion about the CSU Online Initiative. We discussed several items and questions and concerns that we would like answered. The Senate needs to be involved in this discussion, so we should identify the various options.. FPC and Exec should be involved soon. Price asked if we had been given anything to look at or if anything had been sent out. So far, the information we have is vague. Gasco said that there are faculty concerns and that faculty has had little input to the process. Aguilar said that she thought the senate was waiting for a resolution. Gasco said that we could write a resolution that is like the San Bernardino resolution regarding the CSU Online initiate, but that it will be useful to have specific concerns identified in a resolution..   Aguilar said that it is okay to present some positive positions but the faculty are concerned. Aguilar said that we see some of the advantages of the online initiative. We can volunteer input and we would like roles in the input.

 We came up with a list of questions.

1. Why are they creating an axilliary unit? A 501C3 which is a nonprofit unaccountable unit that does not get audited separately. (note that the CSU Online Overview states that the 501c3 is to be established no later than Feb. 2012)
2. Who does the Executive Director report to? The Chancellor? The Steering Committee? A Third Group? (note, the Nov. 15 announcement of the appointment of Ruth Claire black as Executive director includes the announcement that the Chancellor appointed a CSU Online governing board "for establishing the policy direction for CSU Online and provide oversight to the Executive Director).
3. Questions about the for profit vendors?
4. What does it mean to have a centralized system? Increased bandwidth? 24/7 Tech support? We are not opposed to a central system but we need to know what it will mean.
5. Does the chancellor oversee the de-centralized programs? How does the online academy co-exist with online offerings with the 23 campuses
6. Who owns the content?
7. at is the relationship in terms of autonomy?
8. What is their curricular review process?
9. What is the pricing on this? Cost is a factor. We will have to rent space, hire a proctor, this is costly.
10. Will prices for students be different?
11. Where does the revenue go to?
12. If we will be using what we have, what are the proprietary/curricular relations between what we have and the academy?   What is the incentive to start an online program through the online initiative or stateside?

13. Can students take online courses where they want? How does it affect enrollment? Who will teach the classes?
14. Will the Online Initiative be subject to the same CFA labor agreement?
15. What are the class sizing workload issues for online versus face to face teaching? What about the magic numbers?
16. What is the relationship of faculty to the Executive Director? Will faculty be supervised by this person? If faculty are teaching for this program would they report to the Executive Director?
17. How can an Online Academy make our courses more robust?
18. How much did the Katz report cost?

Gasco said that $50,000.00 was given from each of the 23 campuses for the Online Initiative which totaled $1.15 million. There is concern over money being spent on something completely vague.

19. Will this initiative still have the same standards as now for enrollment?
20. Will cross campus enrollment be allowed?
21. What are implications for CSU Online and Early Start program?

Gasco said that Kaye Bragg wanted to come to this meeting but was not able to make it. She has had several issues in her college regarding online courses and it would be good to talk with her.

Aguilar said that online courses always mean a bigger workload for faculty and students as well. Aguilar said that one of the problems is when these online courses become like a correspondence course where faculty can live somewhere else and teach online. The quality is bad.

Price said that with online courses it is difficult to reach students who fall by the wayside.

Price said that Teri Yamada who teaches in Asian American Studies at Long Beach State has a lot of information on this and we should contact her.

Price said that the low hanging fruit will be the Early Start classes and students. Aguilar said that these students have fewer skills and so an online course may be more difficult for them. Price said that the CSU may want to look for campus programs like IDS/Pace to add to their program.

Ganezer said that programs like IDS/PACE are hard to teach online because these students need to network with other students.

Aguilar said that online high school programs are being started for gifted students. Ganezer said that even the CAMS students who are gifted have problems with studying.

The committee came up with things we could do:

1. Create a resolution.
2. Propose to the senate to create a taskforce.
3. Include the faculty policy committee.

4. Send concerns to the FPC.
5. Let senate come up with questions and concerns.
6. Get a conversation going making everyone aware.
7. Look into the developmental issues.
8. Gasco will send information to FPC, for the meeting next week, and to Exec for Nov. 30 meeting.

Meeting Adjourned at 2:00 p.m.