Title: Competencies for e-Learning Faculty in Lieu of 45 Training Hours

Purpose
To establish a policy for LCTCS Institutions for evaluating faculty competencies (in Lieu of 45 training hours) for offering electronically delivered courses.

Scope
In order for LCTCS Institutions to offer electronically delivered courses, the Institution must ensure the quality of delivery. Faculty members delivering electronic courses must possess competencies set forth by the Institution. Competencies will vary by delivery method and subject offered. Each Institution will be accountable for setting competencies for the faculty members; however, the following are general guidelines to assist in providing consistency across the Louisiana Community and Technical College System regarding minimum competency requirements.

Suggested List of Competencies:

Internet Delivery:
The faculty member must:

- Be aware of the primary functions available to instructors and students through Blackboard, including use of the following components of the Blackboard environment: Announcements, Course Information, Staff Information, Course Documents, Assignments, Communication, Discussion Board, External Links, and Tools.
- Be able to utilize the Control Panel to develop and deliver electronic course via Blackboard using the functions listed above;
- Understand the structure and operation of Blackboard in relation to software applications (such as word processing, presentation, and spreadsheet applications) used for instructor and student support during the development and delivery of courses. This implies that the instructor is able to use available tools to present the e-course utilizing a variety of instructional strategies and tools to meet individual and group learner needs.
- Have insight in how learning occurs in an electronic mode;
- Address institutional goals and objectives in delivering online content.
• Be able to use multimedia and telecommunications to support effective instructional strategies for lessons, presentations, demonstrations and student projects.

• Be able to design courses to address a variety of learning styles and preferences. This implies that the instructor should:
  o Be aware of, and possess the educational background and experience necessary to address components of the learning environment including student goals and characteristics and student learning styles and preferences, as well as the development of content, activities, support material, methods of evaluation, and context to meet the needs of a diverse learning;
  o Understand the interdependency of those components;
  o Have insight into the influence of the structure and form of information on the learning of students;
  o Understand the influence of formative evaluation on learning;
  o Be able to translate the above knowledge and insight into practice in an online environment in order to facilitate learning;
  o Be able to analyze and (re) design one's own educational practice for success in an online environment.
  o Be able to implement a variety of assessment strategies utilizing technology to meet course/curriculum objectives.

Compressed Video Delivery:
The instructor who delivers course content via compressed video should have the educational background, experience, and/or training necessary to transition from face-to-face delivery to a compressed video environment. This includes, but is not limited to the ability to transition the following from a traditional to an electronic environment to address participating student needs:

Instructional Design:
• Adjust syllabus construction to address special needs in an electronic environment.
• Provide assessment methods to address special needs in an electronic environment.
• Adjust delivery methods and strategies to enhance learning via compressed video.
• Address goals, objectives, and learning outcomes as outlined by Institution to meet the needs of local and remote students in a compressed video environment.
• Be able to provide instructional support through the use of audio-visual/media technology and other complementary technologies (i.e., BlackBoard, Chat, discussion, listserv, etc.) to meet the needs of local and remote students.
• Evaluate course outcomes and make adjustments to improve delivery via compressed video.

Technology:
• Have knowledge of common components in compressed video classroom:
  o Instructor Camera
  o Student Camera
  o Document Camera/Processing
  o Video Input Devices (i.e., video player, DVD, 35mm Slide to tape, Computer, etc).
• Multiple Microphone
• Control Panel/Remote Control

• Be able to define/demonstrate knowledge of:
  • Far End/Remote Site
  • Near End/Send Site
  • Instructor Views and Controls
  • Sound Activated Video Systems
  • Aspect Ratio (re: document preparation)
  • Common Video Graphics Programs (i.e., PowerPoint, Flash, etc.)

The Interactive Environment:
• Understand the concepts of active and passive learning as they relate to the compressed video environment and the teaching discipline
• Be able to demonstrate/define common interactive activities for use in Compressed Video Instruction:
  (e.g., Brainstorming, Role Playing, Multi-site readings, critical incidents, trigger films/videos, debate, fishbowl, guest interviews, games, journal writing, listening teams, predictions, action maze, panel discussion, student video/photos, active review, adversarial presentation, alter ego.)
• Determine the appropriate ratio of lecture/demonstration of each class period
• Define the roles of:
  • Instructor
  • Proctor
  • Facilitator
  • Technician
  • Students
• Provide a “Contingency Plan” for emergencies when classes at any given site cannot meet.
• Demonstrate the ability to provide the following in a compressed video environment:
  • Multiple Site Management
  • Classroom Management
  • Authentic Assessment
  • Authentic Evaluation

Evaluation of Instruction:
In lieu of training, faculty members should be able to demonstrate successful teaching via compressed video for a prior course or at another institution (intra LCTCS, intra State of Louisiana, or from external College or University System). Evidence of experiential qualifications may include:
1. Review of Evaluation of Instruction (via Compressed Video) Summary Reports
2. Review of a Video Recorded Course segment(s)
3. Teaching of a “mini-lesson” for video review by one of the following:
   a. Associate Dean/Dean/Division Chair
   b. College E-Learning Coordinator
   c. College E-Learning Committee
   d. LCTCS E-Learning Committee
   e. College Dean of Instruction or Dean of Academic Affairs
f. Department Head  
g. Teaching Team  

Policy Reference:  

Review Process  
- LCTCS Electronic Learning Committee  
- Chief Academic Officer  
- LCTCS Board of Supervisors