NSHE E-LEARNING TASK FORCE
Task Force formed by Chancellor in September 2013

Two primary charges:
- Establish statewide program for online instruction of Remedial Math and Remedial English
- Establish phased implementation of online General Education courses (e-Ncore)

Also must address:
- Student Support Services
- Budget and Business Plan
Task Force

Meets monthly
Members include:

• Academic Officers
• Distance Education Directors
• Online Faculty
• Graduate and Undergraduate Students
UNLV Team:

• Cynthia Clark, Doctoral Student
• Ed Nagelhout, Professor, English
• William Speer, Remedial Math Workgroup
• Elaine Bunker, Remedial English Workgroup lead
• Shelia Bock, E-Ncore Workgroup
• Anne Mendenhall, E-Ncore Workgroup
Deadlines

- Phase 1 Remedial Education report due to Chancellor by June 2014
- Phase II E-Ncore report due to Chancellor by December 2014
- Phase III (recommendations for implementation) due December 2014
- Phases to include Program Plan, Business Plan, Budget, and related recommendations
Work Groups

- To assist the Task Force in meeting its tight schedule, Math, English, and E-Ncore work groups have been formed.
- Work groups include subject matter faculty who are experienced in online instruction plus E-Learning support staff.
Work Groups

- Assignments & deliverables:
  - Examine other state systems for trends
  - Examine effective models in NSHE
  - Review vendor products
  - Provide recommended options and budget

- Recommendations to follow set of guiding principles established by the Task Force
Timeline: Phase I

- Report to Task Force by end of March
- Task Force will oversee development of a business plan
- First draft of report on Phase I Remedial Education will be reviewed in April-May
- Final report to Chancellor by June
Timeline: Phase II

- E-Ncore just started meeting
- Phase I & Phase II work is systemic
- Task Force discussing E-Ncore assignment & deliverables
- Initial recommendations due by end of May; work will continue in Fall 2014
Related Work

• Task requires effective and continuous communication with faculty on each campus
• Many related components to consider: Policy/procedure changes, academic quality, IT infrastructure, assessment, accreditation, intellectual property, faculty development
• Need to adopt common, statewide learning outcomes for online courses
Questions?