2017

Manual for E-Learning at PHSC

Pasco-Hernando State College

"Student success through innovative learning: Imagine - Believe - Achieve!"

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Overview of E-Learning at PHSC

Commitment to E-Learning at PHSC

Pasco-Hernando State College's Vision Statement and Mission Statement addresses the integration of technology into the College's academic programs by recognizing "various instructional modalities and support services" and the ability to provide "an accessible, diverse teaching and learning environment rich with opportunities for students to attain academic success and cultural growth in a global society." Through the effective use of technology, the College is promoting a culture of learning and providing tools for faculty to assist students in preparing for a technologically integrated society.

The College's commitment to e-learning is stated in our goal for Academic and Support Services Excellence, "To develop, assess, and enhance academic programs and support services that provide best-in-class instruction through a variety of delivery methods to ensure maximum student learning, engagement, and success."

The College utilizes technology in the delivery of course content and as a tool to facilitate the integration of students into the institution. The more technology is integrated into the academic experience, from a student's initial application to the College through graduation, the greater the proficiency the student will gain by exposure and practice. Technology plays a key role in all instructional modalities including blended (enhanced), hybrid, and online modalities.

Purpose of E-Learning

E-learning is used to provide students flexible access to educational opportunities by:

- Reaching students in remote areas whose attendance at a campus is inconvenient.
- Providing courses for students at one or more sites where there are not sufficient students to warrant traditional classroom instruction.
- Providing courses for students who have difficulty leaving their geographic area also know as "place-bound" students.
- Providing greater flexibility to students who may enroll in traditional classes as well as e-learning classes.

Goals for E-Learning at PHSC

- To encourage the internal development of and support for e-learning at PHSC.
- To develop or modify procedures for providing quality support services to distance learners and e-learning faculty.
- To identify, provide, expand, and coordinate the development and improvement of quality courses and programs to meet the needs of PHSC distance learners.
- To provide quality instruction through e-learning modalities to enable students to attain their educational goals.

E-Learning Defined

E-Learning Modalities
The College offers various modalities for the delivery of e-course content including:

Blended (Enhanced)
A course that uses online technology to facilitate what is essentially a face-to-face course. For example, an instructor uses a learning management system or web pages to post their syllabus and assignments. PHSC adheres to Minimum Use Requirements for all part-time and full-time faculty members in their face-to-face courses. Faculty members are required to post their syllabus, add content (lectures, handouts, notes, etc.), communicate with students and use the myPHSC gradebook for record keeping and access in emergency situations thus making their courses blended (enhanced) courses (see page 8 for additional information on minimum use requirements).

Hybrid
A course that blends online and face-to-face delivery. Seat time is reduced with a substantial portion of the content being delivered online.

> "A combination of face-to-face and technology delivered instruction where from 50% to 79% of direct instruction is delivered utilizing some form of technology when the student and faculty member are separated by time, space or both." [Definition taken from page 26 the Florida Distance Learning Task Force Final Report on February 26, 2009]

Online
A course where all content and teacher/student interaction occurs online unless otherwise required by the instructor of record or by the program as stated in the Course Schedule.

Supporting E-Learning Modalities
In order to support these modalities, the College has contracted with Instructure to facilitate the delivery of online, blended and hybrid courses through the learning management system (LMS), Canvas. Canvas, also known as myPHSC, offers a number of benefits to enhance these instructional modalities including cloud storage of data for easier access by faculty and students without downloads and patches, automated peak load management to ensure availability during peak periods of use, open source software, annual security audits, integrated learning outcomes, mobile applications that enables it to function on Smartphones, and gold-level certification by the National Federation of the Blind to make it highly accessible for students with disabilities.

The College also provides assistance for the student's academic technology needs by providing a means of reporting issues directly through the learning management system, a dedicated Student Helpdesk with phone and email support, access to the Information Center for the College, and a support website for additional information and troubleshooting resources.

SACSCOC Guidelines for Distance Education
PHSC adheres to the Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education as set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). PHSC's commitment to these guidelines includes:

- E-learning programs, courses or certificates offered are consistent with the PHSC's role and mission.

- Technical and physical facilities to support e-learning programs are provided through the Academic Technology Department.
- The Academic Technology Department is responsible for the coordination of the design, development and delivery of targeted distance education programs. The institution will provide adequate resources and staff to the Academic Technology Department to support the institution's e-learning initiatives.
- E-learning courses and programs are developed with a consistent and coherent technical framework for students and faculty. E-learning courses adhere to the recommended best practices and guidelines for building e-courses and are housed in myPHSC.
- All e-learning courses and programs at PHSC adhere to the legal and regulatory requirements including services for those with disabilities and copyright law.

Federal Guidelines for Distance and Correspondence Education

FR 4.8 – An Institution that offers distance education or correspondence education documents each of the following:

4.8.1 methods such (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Pasco-Hernando State College uses a secure login and pass code to verify student identification when accessing online course materials from the College's learning management system, myPHSC. Students and faculty are required to login into myPHSC with their secure myPHSC user ID and default password. A self-service password reset system has been established to allow students to maintain the security of their account. Students are required to answer three security questions that will be used if their password ever needs to be reset. The secure login and self-service password reset system for myPHSC assures the protection of the student's personal information.

In addition to the secure login and pass code, students in some distance learning mathematics courses are required to take proctored examinations. In such cases, students make arrangements to take the examination at one of the campus Teaching-Learning Centers. In cases where students live out of town, arrangements can be made with local colleges for test proctoring.

As stated under the Academic Policies and Student Policies and Responsibilities sections of the 2014-2015 PHSC Catalog and Student Handbook, students have a responsibility as members of the PHSC teaching and learning community to secure their myPHSC account against unauthorized access by creating a strong password. Students also have the responsibility of protecting their account from being compromised by not sharing and/or giving out passwords.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

As stated in our College Policy on Privacy and for purposes of myPHSC, the College only collects information on students, such as first and last name, student email, student identification number and password when an account is created to log in to our network. Information may also be retained on the student's behalf, such as files and messages that are stored using their account. If the student provides feedback or contacts the College via email, we will collect their name and email address, as well as any

other content included in the email. The College also collects other types of personal information and demographic information that is provided to us voluntarily through the student's Profile in myPHSC.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

PHSC does not charge any additional fee for verification of student identity.

Student Role in the E-Learning Process

E-learning programs and courses will reflect the same vision of individual student attention and guidance as those programs and courses offered in a traditional methodology.

Supporting Students

Supporting e-learning students requires equivalent student services including but not limited to admissions, financial aid, academic advising, registration, disability services, and placement and counseling. Bookstore and financial services must be made available. E-learning students must be provided with access to procedures by which they can address grievances and complaints.

Access to Resources

Students must also be provided with appropriate access to library and learning resources and to laboratories, facilities, and equipment as appropriate to the courses and programs offered. Advertising, recruiting, and admissions information must adequately and accurately represent e-learning programs, requirements, and the services made available to e-learning students.

- Prospective students will receive a realistic preview of the e-learning experience through the "Guide to E-Learning at PHSC" course on myPHSC and gauge online readiness by taking the Online Readiness Survey.
- Prospective students can obtain information on admissions, technical requirements, instructional requirements and expectations, library resources, other student support services, program costs, and expectations of e-learning through the PHSC website and the myPHSC portal.
- Students taking e-courses are required to take the Online Readiness at PHSC course prior to enrolling in any online courses.
- Students taking e-courses will be involved as part of the academic community through the Student Resources group in myPHSC.
- Students taking e-courses in myPHSC will receive support through one of many academic and college resources including Smarthinking and Electronic Library Resources.
- A support site and resource group inside myPHSC will be available to provide tutorial guidance in the areas of technical and time management skills essential for e-learners.

Faculty Role in the E-Learning Process

E-learning is recognized as being one of many ways in which faculty can interact with students. Faculty members have the right to present their students with information using methodologies of their own choosing. Faculty who choose to teach e-learning courses can expect to receive recognition that such courses do not inherently differ in rigor or content from classroom courses except in the method of presentation. Teaching in an e-learning environment requires student-centered pedagogical and communication strategies, and the institution and faculty member share responsibility for assuring effectiveness. In order for faculty to be prepared for teaching in an online environment, they must qualify and understand their role in the e-course process.

Minimum Use for myPHSC

Faculty must adhere to minimum use requirements inside of the myPHSC environment. Instructors are required use myPHSC in all face-to-face courses to do the following:

- Communicate with students using Discussions, Conversation Inbox, Announcements, and/or Assignment Comments
- Upload and organize content using Modules, Files, Assignments, and/or Discussions
- Upload course syllabus into Modules and/or Syllabus tab
- Use the myPHSC gradebook for record keeping and access in emergency situations for any or all of the following:
  - Post student scores.
  - Record assignment scores or letter grades.
  - Track student progress throughout the term.

For directions on how to use the required myPHSC components, please review the myPHSC Basic Training course in myPHSC. All faculty and staff are enrolled in this training inside of myPHSC.

New faculty can also review the New Faculty Orientation to PHSC 2016-2017 course to access general information about the college, our learning management system, myPHSC (Canvas), and other PHSC systems. Returning faculty can review the Beginning of Term and End of Term procedure pages to find a list of important items for the start and end of each term.

Training for E-Learning

Faculty interested in using myPHSC receive training in best practices for online teaching and learning. The Academic Technology Department provides faculty with a series of online, group, and one-on-one training sessions on a variety of topics related to e-learning. These training programs have been developed to address various levels of faculty competency when integrating technology into courses. Both technical and pedagogical training programs are provided to those faculty members interested in teaching using blended, hybrid, or online instructional modalities. Prior to faculty teaching completely online or hybrid courses, they must take and complete, "E-Certification for Online Teaching and Model Course Development" course and maintain e-certification by taking the "Recertification for Online Teaching and Model Course Development" course every three years.

E-Certification for Online Teaching and Model Course Development
This course is designed as a 10-week, 30-hour, synchronous orientation to the pedagogical and technological skills required for online teaching and learning. The emphasis of the course

is online teaching, but best practices for online design are covered as well, for those who may develop a model e-course with the support of an instructional designer in the Academic Technology Department. This course provides the skills necessary to develop, facilitate and manage online courses, while at the same time providing the student with the experience of an online learner.

Faculty are also required to meet with an instructional designer and shadow a faculty mentor during the course e-certification. The course is open to all PHSC faculty, adjuncts and staff. Full-time faculty hired after June 30, 2013 must complete this course to be considered for placement on continuing contract ([Board Rule 6Hx19-2.55](#)). For more information on this course and these requirements, please review the [E-Teaching Best Practices](#) section.

Recertification for Online Teaching and Model Course Development

The course will cover topics ranging from new technologies to use in online and face-to-face courses to techniques on how to incorporate technology in these environments. This four-hour online, self-paced professional development course and one-hour, on campus lab must be taken at least once every two years through the Academic Technology Department to meet recertification requirements for teaching online. For example, if a faculty member obtained their e-certification in August 2013 they will be required to take this course by the end of the Fall 2015 term to recertify. The on campus one-hour lab will be offered on the West Campus on specific dates throughout the semester. For more information on recertification, please visit the [Recertification for Online Teaching and Model Course Development](#) page.

For any e-certified instructor assigned their first online course a year or more after their initial e-certification, it is recommended they contact the [Academic Technology Department](#).

Faculty Mentoring Program for Online Teaching

PHSC faculty also have access to support and training through an appointed campus mentor. The [Faculty Mentoring Program for Online Teaching](#) provides the opportunity for faculty new to online teaching or even experienced online instructors who would like to learn some new techniques to develop a mentoring relationship with an experienced online instructor. The mentoring program provides individualized, learner-focused support to faculty on the use of technology and the incorporation of best practices in online pedagogy to enhance their online teaching.

Pasco-Hernando State College has a strong interest in seeing that faculty realize their full potential as online instructors. As established in the 2010-2015 PHSC Quality Enhancement Plan (QEP), this program supports not only online readiness by the development and retention of its online faculty, but the goal of increasing student retention and success in online learning.

Standard Syllabus

The [Standard Syllabus](#) is designed as a structured outline with standard college information for faculty members to utilize as their course syllabi. Faculty are required to use the standard syllabus in all courses regardless of modality.

Developing Model E-Courses

In order to meet the needs of the PHSC's distance learners, the instructional design team will identify the goals and objectives of each course and determine the best instructional strategies for the subject matter. This student-centered process ensures that courses are developed with the goal of providing a valuable online experience, quality education, and academic success. The model e-course should meet and exceed the student's expectations of distance education.

The following section addresses the approval process, development process, development fee, best practices, design tools and accessibility issues when developing e-courses for online and hybrid modalities.

Approval for Developing E-Courses

Courses that are proposed to be offered in an e-learning format (online or hybrid) must either exist as a face-to-face course and have gone through the CIS review process or must go through CIS following a new course proposal request. The following steps must be completed before an e-course can be developed:

1. The Curriculum Development Budget for e-courses will be determined by the Vice President of Technology and Distance Education, Academic Deans and Associate Dean of Academic Technology prior to budget process in Spring.
2. The Assistant Dean of Academic Technology and Academic Deans will identify course(s) for online course development/revision.
3. The Academic Dean will assign the Subject Matter Expert (SME) to the course.
4. The Assistant Dean of Academic Technology will assign the Instructional Designer to the course.

Development Process

E-course development policies and procedures have been developed for all hybrid and online courses and include the development of a model e-course through the identification of courses and an assigned SME, kick-off meetings, course development, course completion, and course finalization. Model e-courses blend best practices for e-learning with the subject matter expertise of the assigned faculty member as the SME.

The SME exhibits the highest level of expertise in performing a specialized job, task, or skill within the institution. They work collaboratively with a skilled instructional design team that may include an instructional designer and multimedia specialist to develop a model e-course. The SME is responsible for supplying the Instructional Designer with all of the academic content required to create a model e-course. The SME works collaboratively with the Instructional Designer to create pedagogically sound courses. They organize and develop material for e-courses in a logical and easy to navigate environment for students. When these courses are completed, the model e-course will include a standard format and design, multiple instructional strategies, and technology tools to enhance the curriculum and engage the students.

PHSC's Online Course Development Process
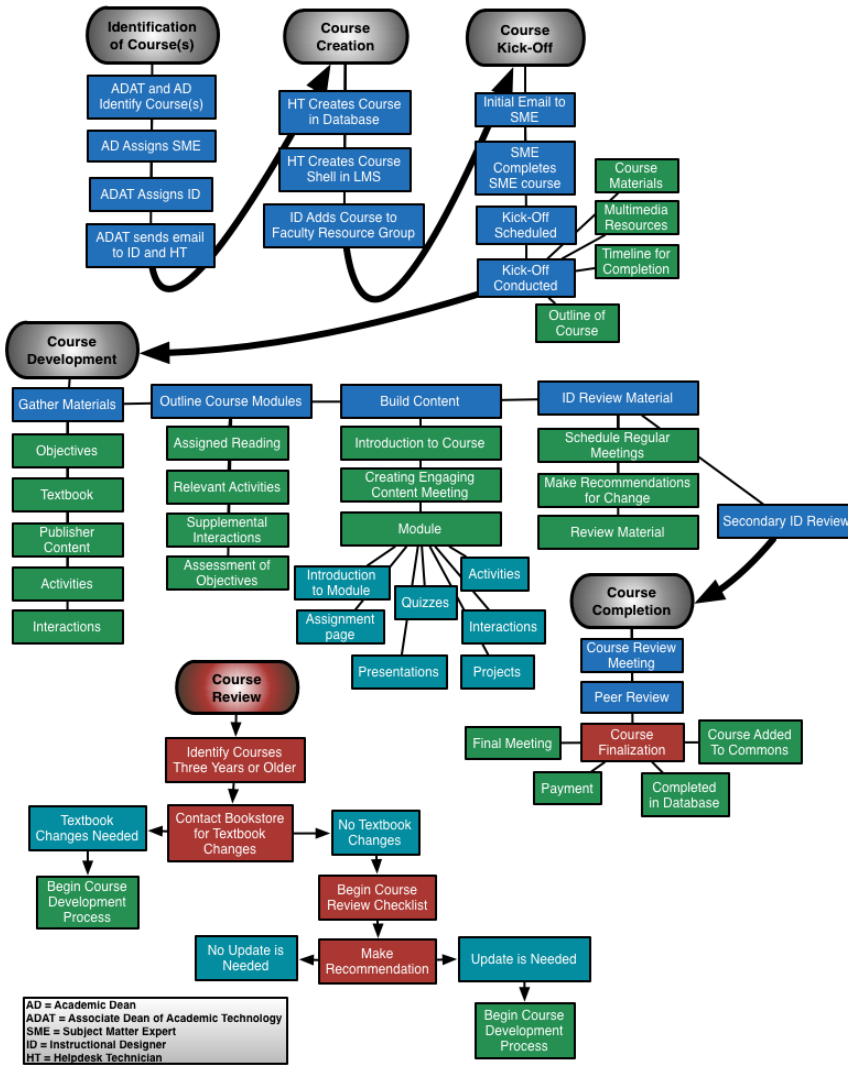
Please see the "Resources" section for an expanded view of this process.

Review of Model E-Courses

A model e-course will undergo a review process every three years or upon adoption of primary e-course materials (new text/e-materials, etc.)

- Academic Deans will notify the Assistant Dean of Academic Technology and CIS of any e-learning course material changes (i.e. new textbook editions, e-packs, etc.).
- The SME will work with an instructional designer to update the model e-course.
- The revised model e-course will go before a peer review committee for a cursory review.
- For those courses being updated prior to the three-year review, a peer review is not necessary unless determined by the Instructional Designer and the Subject Matter Expert.

Development Fee

The SME is required to sign a memorandum of understanding prior to the course being developed which states that the College is the sole and exclusive owner of the model course and any and all rights of the material created during the development process. The SME is in turn compensated by the College for the value of the content developed during the process.

Subject Matter Experts (SME)	Payment
Level 5: New eCourse (3-5 credits) is developed using open educational resources (OER), web resources, multimedia elements and SME developed content with only minor publisher materials to enhance the content for every module in the course. Content addresses multiple learning styles, accessibility requirements and best practices in online teaching and learning. Multimedia elements are defined as content created in the Digital Media Studio (scripts, voice overs, presentations, etc.), avatars for lectures, scenario-based activities using interactive rapid e-learning software (Articulate, Camtasia, Captivate, etc.) and any other engaging activity for the student. SME developed content can include videos, critical thinking activities, assessments, announcements, and/or rubrics using tools inside of myPHSC.	$1,500
Level 4: Existing eCourse (3-5 Credits) that requires a complete overhaul due to a new textbook and digital resources. The course is redesigned with the addition of SME developed content and OER for every module in the course. SME works with the instructional design team to develop additional multimedia elements to enhance the course material. Content is redesigned to address multiple learning styles, accessibility requirements and best practices in online teaching and learning.	$1,250
Level 3: New eCourse (3-5 credits) is developed with SME developed content and publisher resources. Content created for the course also includes multimedia elements and OER in over half the course. Course materials require organization and manipulation of content by the SME. Content is developed to address multiple learning styles, accessibility requirements, and best practices in online teaching and learning.	$1,000
Level 2a: Existing eCourse (3-5 credits) that requires revision to the structure due to textbook edition change, new resources and the addition of SME developed content. Content is developed to address multiple learning styles, accessibility requirements and best practices in online teaching and learning are evident. Level 2b: New eCourse (1-2 credits) is developed using SME developed content, publisher content, multimedia elements and OER. Course materials require organization and manipulation of content by SME. Content is developed to address multiple learning styles, accessibility requirements and best practices in online teaching and learning.	$750
Level 1a: Existing eCourse that requires minimal revision due to an update to publisher provided materials, the addition of new publisher materials, and/or minor textbook changes due to a new edition. Level 1b: New eCourse is developed using publisher materials (MyMathLab, Mastering Biology, CengageNow, etc.) for the majority of the course content. Course materials require organization and manipulation of content by SME. Content is developed to address multiple learning styles, accessibility requirements and best practices in online teaching and learning.	$500
Level 0: eCourse is developed using publisher materials with no SME developed content.	$0

Best Practices for E-Courses

Accessibility

Both state and federal law require community colleges to operate all programs and activities in a manner that is accessible to students with disabilities. As the College develops technology based e-courses with instructional resources and prepares for the delivery of distance learning in myPHSC, steps need to be taken to ensure all content is accessible to all students.

Universal Design in E-Courses

By using the principles of Universal Design in an online environment we can anticipate the diversity of our students and plan accordingly. These suggestions will enhance the accessibility and usability of the e-course for students with or without disabilities.

1. Clear directions are provided on how to navigate the content.
2. Media used in the content such as graphics, animations, diagrams, video, and audio are relevant to the content.
3. The content provides multiple instructional strategies (discussion, interactions, videos, etc.).
4. Instructions explain the technical support available, online tutorial service, and academic support services that can assist the learner.
5. Every image has an alternative description.
6. Videos include captions, audio descriptions, or text transcripts.
7. Web pages are designed so that all information conveyed with color is also available without color.
8. All applets, scripts and plug-ins (including Flash, PDF, PowerPoint, etc.) and the content within them are accessible to assistive technologies, or an alternative means of accessing equivalent content is provided.

Laws That Apply to Higher Education

- Section 504 of the Rehabilitation Act of 1973 forbids discrimination against individuals with disabilities at any institution that receives federal funding. Institutions cannot deny access to the benefits of any program or activity.
- Section 508 requires all federal agencies to provide accessible electronic materials and information delivered via the Internet.
- Americans with Disabilities Act (ADA) requires programs and services, including educational programs, to be accessible to qualified persons with disabilities (students who self-identify) and requires all telecommunication to be equal and equally effective.

Course Structure

It is crucial to begin course development with a good foundation. This entails a well thought out plan of the entire course structure - from beginning to end. In myPHSC, content is presented in a series of Modules. As instructors begin to design their course they should ask the following questions:

- How will the modules be organized?
- How are you going to present the content in the modules?
- What assignments and assessments are you going to include in each module?

It is always recommended that the instructor organize their modules in a logical sequence. Because of the design of myPHSC it is recommend to always create modules with a linear design in mind. The modules can be separated into Weeks, Units, Chapters, etc. The key is to make it a consistent sequence that the student will recognize. Please be aware that instructors are required to use the Standard Course Syllabus for any blended, online and hybrid course at PHSC and upload that document into myPHSC.

Efficiency in E-Courses

In order to improve the efficiency in online courses it's best to be proactive. Below is a list of ways in which instructors can be proactive in their course.

- Announcements – Provides a way to communicate with students immediately and proactively throughout the term.
- Introduction Module – Includes an overview/schedule of the course, bio, syllabus, netiquette, syllabus survey and more to answer student questions.
- Analytics – Uses myPHSC analytics as an early alert tool to gauge the student's level of participation in their course.
- eTools - Uses technology that myPHSC has to offer to make the course more streamlined for students.

Instructor Presence in myPHSC

The instructor sets the tone for the whole class environment. The students will follow the instructor's lead so it is important to model the appropriate behavior in an e-course. Students should know who their instructor is and feel comfortable reaching out to them for support. It is recommended that instructors post a bio or personal introduction in an online course. E-Courses should reflect the instructor and their teaching style.

Communication Policy

Instructors should have a clearly defined communication policy in the myPHSC environment. This policy should include standard response time on emails, when grades will be returned, expectations on discussion forums, a statement of netiquette and conflict resolution.

Digital Learning Resources

In education, a digital learning resource is anything that can be stored in a digital format and adapted for use in learning. They come in many forms including simple photographs to animated laboratory simulations to audio recordings. When used effectively, digital resources of all types can not only reduce lesson preparation times, but, they can also enhance learning by making the lessons more stimulating and engaging.

Open Educational Resources

The William and Flora Hewlett Foundation defines OER as: "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge".

OER can include full courses, course materials, modules, photos, graphics, learning objects, open textbooks, openly licensed videos (often streaming), tests, software and other tools.

Please see the "Resources" section for more information on digital learning resources.

Copyright Compliance at PHSC

Use of Copyright Material (IMM #1-33)

The College's faculty, students, and staff are expected to have a basic understanding of copyright law and to adhere to all laws regarding Copyright, Fair Use, the Digital Millennium Copyright Act (DMCA), and the TEACH Act, and to act in good faith when using copyrighted materials to support educational and research activities. Copyrighted material includes text, music videos, games, movies, and software. Faculty, students, and staff who fail to comply with the copyright law and willfully infringe it may face fines, and civil or criminal penalties from the federal courts as well as disciplinary action from the College.

Board Rule 6Hx19-1.29 Copyright Compliance

The College's students, faculty, administration, and staff are expected to comply with all laws regarding copyright and to act in good faith when using copyrighted materials.

The President shall establish procedures to ensure that the College's students, faculty, administration, and staff have a basic understanding and comply with:

1. The "Copyright Law", Public Law 94-553, amending Title 17 of the United States Code, effective January 1, 1978, which balances the interests of authors and artists with the interests of the user in having access to information;
2. The "Fair Use" limitation which permits individuals to copy, view, display, and distribute copyrighted materials for classroom use without seeking permission;
3. The "Digital Millennium Copyright Act (DMCA)" which prohibits the circumvention of software or other technological locks that give copyright holders the right to control access, print, download, copy, or further distribute their digital works; and
4. The "Technology, Education and Copyright Harmonization (TEACH) Act" which covers distance education as well as face-to-face teaching which has an online, hybrid, or broadcast component.

For more information, please contact Ray Calvert, Director of Libraries.

Academic Integrity and Dishonesty

Academic Integrity is the idea of faculty and students engaging in the process of teaching and learning with a high level of respect for each other and great attention to the values of trust, honesty, and fairness. Academic integrity is important because it is a critical value upon which students will earn true respect and value from others, not only while at PHSC, but more importantly after they graduate and enter their chosen professional field.

Academic Dishonesty can best be defined by reviewing the information in the 2017-2018 PHSC Catalog and Student Handbook on cheating and plagiarism:

Cheating

Cheating is defined as the giving or taking of information or material with the purpose of wrongfully aiding oneself or another person in academic work that is to be considered in determining a grade.

Plagiarism

Plagiarism, or literary theft, is defined as appropriating the literary composition of another person, including parts, passages or language of that writing, and passing off the appropriate material as one's own. Plagiarism is

the failure to give proper credit or citation to one's source(s) of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased. Additionally, plagiarism includes allowing someone else to compose or rewrite an assignment for a student.

Examples of Cheating and Plagiarism

Examples of cheating and/or plagiarism include, but are not limited to, the following items:

- Asking for or giving another student information during a test
- Copying answers from another student's paper or intentionally allowing someone to copy from one's own paper during a test
- Using materials prohibited by the instructor during a test
- Either impersonating another student during a test or having another person assume one's identity during a test
- Changing answers on a previously graded test in order to have a grade revised
- Stealing examination materials
- Copying material, either exactly or in essence, and not providing appropriate documentation
- Copying or falsifying a laboratory or clinical project/assignment, including computer programs, in either electronic or hard copy form
- Allowing someone else to compose or rewrite a student's assignment
- Stealing, buying, selling or otherwise providing research papers

As with other violations of student conduct (see "**Code of Conduct and Disciplinary Policy**" section), cheating and/or plagiarism may result in disciplinary action. Refer to the section, "**Disciplinary Procedures**."

For more information, please contact the Office of Student Affairs and Enrollment Management.

E-Teaching Best Practices

E-Certification Requirements

In order to become certified to teach online and develop e-learning courses at PHSC, instructors will need to meet the following requirements during the 10-week "E-Certification for Online Teaching and Model Course Development"course:

- Allow adequate time to participate in the course prior to teaching an e-course.
    - o The course should be completed at least a semester in advance of when they are expected to teach online.
    - o For example, if the instructor is required to teach online during the Fall 2017 semester, they should have completed e-certification during the Summer 2017 semester.
- Agree to all stated deadlines for assignments.
    - o Each week will cover one module.
    - o Additional requirements for shadowing and meeting with an instructional designer have specific deadlines during the 10-week course.
- Work sequentially through all of the content by:
    - o Completing all assignments
    - o Meeting with an instructional designer.
    - o Shadowing a faculty mentor.
- Meet with an instructional designer for two, one-hour sessions on campus or through virtual meetings using a web-conferencing tool.
    - o First meeting will be conducted during weeks four and five and will include a myPHSC overview.
    - o Second meeting will be conducted during weeks eight and nine to review the sandbox. During this meeting the instructional designer will also provide the model course needed to teach online.
- Shadow a faculty mentor online for three hours by:
    - o Attending a one-hour on campus or virtual meeting to discuss the faculty mentor's course and how best practices are utilized while teaching the course.
    - o Observing the faculty member and students in the myPHSC environment for two hours.
    - o **Note**: Shadowing experiences will begin during week two and will be shared in the shadowing discussion forum.

Finalizing E-Certification: Once the Academic Technology Department has determined that the instructor has completed the course and all the requirements, they will become e-certified to teach online. Upon completion of this course, they will receive 30 professional development credit hours. If possible, the newly e-certified faculty member will also be paired up with an experienced online faculty member in their department.

Important Notes: Instructors are required to teach from the model course during their first term teaching online. First time online instructors cannot change the course structure or remove assignments, assignment pages, the course information module and the student resources module. Instructors can update personal information, reorganize the course navigation, change course settings, update grading policies (i.e., percentages and point values), add additional information to the homepage, create announcements, and change due dates.

Important Notes: Instructors are not guaranteed a course section to teach online based on the completion of this course. Instructors must recertify every two years by taking the "New Technologies for Teaching and Learning" course. Instructors are assigned to online courses based on "Instructional Assignments" section below.

Instructional Assignments

Instructors for e-learning courses shall be selected by the same procedures used to determine all instructional assignments. Faculty member should not be assigned to teach an e-learning course without being e-certified, which should be obtained three months prior to being assigned a section.

In the case of multiple instructors interested in teaching a specific e-learning course with limited available sections, the following selection process will be used:

- Within the first two years from the initial e-course development, or course update, the developing Subject Matter Expert (SME) will be given the opportunity to teach the first available section each term.
  - **Special Circumstance**: First available sections will be given to any full-time, e-certified faculty member who needs to make load for the term.
- If there are additional sections of that same e-learning course available, or the SME/ faculty member does not want to teach the first available section, then other interested and qualified faculty members shall be assigned available sections by the appropriate Dean in coordination with Campus Provosts.

The College will ensure that the technology and methodology used for an e-learning course is appropriate to the nature and objectives of the subject.

Workload and Standard Class Size

- E-learning courses are taught as part of the normal workload, or overload, of a faculty member.
- Educational outcomes and the quality and effectiveness of instruction are important considerations that can affect the desired class size. The number of students assigned to any one e-learning course section will follow the specifications in the College's Standard Course Size Guidelines.
- Faculty will schedule office hours as required for all courses (IMM #2-3 and 6Hx19-2.30).

Faculty Support

- The Academic Technology Department will provide faculty development and mentoring for the design, development and implementation of e-learning programs and courses.
- The Academic Technology Department will provide on campus support and e-learning centers on each campus to develop e-courses.
- The College will provide appropriate instructional support equipment and software as identified by the applicable division dean and Academic Technology Department.

Evaluation of E-Teaching

Instructors for e-learning courses shall be evaluated by the same procedures used to evaluate all instructional assignments. Personnel evaluations should be conducted based on IMM #2-5 and Board Rule 6Hx19-2.09.

Attendance in Online Courses

Online attendance is determined by an academic assignment submission including taking an exam or submitting an assignment and participating in an online discussion that is academically-related to the course.

Virtual Proctoring

Guidelines for Use

Faculty teaching online courses who require a proctored exam(s) need to provide on campus and virtual testing options. Faculty are responsible for scheduling on campus proctored exam(s) by contacting their department or faculty support on each campus to reserve a computer lab or by coordinating with the Academic Success Centers to take the exam in a secure testing environment*. Faculty are responsible for proctoring and scheduling these on campus exams. Faculty will also provide the College's selected online proctoring service ($15 cost per exam to the student) as an optional choice for students who choose not to come to campus through: http://phsc.remoteproctor.com/.

The paid online proctoring service option is to only be used for required midterm and/or final exams each term. Faculty can also utilize the free practice exam feature available in the online proctoring service for additional course exams. However, these exams will not be proctored by the online proctoring service. Faculty will have the ability to view the video recording of the exam at a later date.

*Please note that this secure testing environment will not be proctored by an Academic Success Center representative but will include a quiet, recorded environment. Faculty concerns about cheating or academic dishonesty after the fact may request the video recording to review.

To review the full guidelines including the course schedule and course syllabus statements, download the Word document.

Request Form

You must request a proctoring course shell each semester from the Academic Technology Department through the request form.

Resources

Useful Links

Overview of E-Learning

- SACSCOC Best Practices for Electronically Offered Degree and Certificate Programs - http://www.sacscoc.org/pdf/081705/commadap.pdf
- SACSCOC Distance and Correspondence Education Policy Statement- http://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf
- Definition of Online and Hybrid Courses - http://www.fldlc.org/pdfFiles/dltf%20finalreport.pdf

Developing E-Courses

- E-Certification Guidelines - http://at-phsc.org/ecert

Accessibility

- Section 504, Rehabilitation Act of 1973 - http://www.dol.gov/oasam/regs/statutes/sec504.htm
- Section 508 - http://www.section508.gov/
- Americans with Disabilities Act - http://www.ada.gov/

Support Sites

- myPHSC Support - http://myphscsupport.org/
- Academic Technology - http://at-phsc.org/

Digital Video Repositories

- Dallas Telelearning
- Films on Demand
- INTELECOM
- Swank Licensing
- Alexander Street Press

For more information, please visit: http://at-phsc.org/instructional-resources/open-educational-resources

E-Tools - Paid

- Articulate - https://www.articulate.com/
- Camtasia - http://www.techsmith.com/camtasia.html
- Captivate - http://www.adobe.com/products/captivate.html
- Codebaby - http://codebaby.com/

E-Tools – Free

- Jing - http://www.techsmith.com/jing.html
- Audacity - http://audacity.sourceforge.net/

PHSC's E-Course Development Process

I. Identification of Course
    a. Associate Dean of Academic Technology (ADAT) and Academic Dean (AD) identifies course(s) for online course development/revision
    b. AD assigns subject matter expert (SME) to course(s)
    c. ADAT assigns Instructional Designer (ID)
    d. ADAT sends email to ID and HelpDesk Technician (HT)

II. Course Creation
    a. HT creates course in Academic Technology (AT) database and assigns course to ID for course support (Course Number=CJC2010 and Course Title=Criminology)
    b. HT creates course shell in learning management system (LMS), assigns all related personnel, and uploads the model course template (Name=MC: CJC2010 Criminology Sept2013 and Course Code=MC: CJC2010)
    c. ID adds course to the list in Faculty Resources group

III. Kick-Off Meeting (ID coordinates all components)
    a. Initial email is sent to the SME to inform them of their assignment and to provide instructions on completing the PHSC Subject Matter Expert course in myPHSC
    b. SME is added to the course which will cover the following topics:
        i. PHSC Information
            1. Official documents to be signed at kick-off
                a. Memorandum of Understanding (MOU)
                    i. Give signed MOU to HT
                    ii. Send to AD
                    iii. Upload copy to AT Database
                b. Statement of Services Performed at course finalization
            2. College board rules, IMMs, and Guidelines
                a. Manual for E-Learning
                b. E-Certification Guidelines
                c. Intellectual Process Rule
                d. Distance Learning Course Development Fee
                e. IMM #2-7
            3. Roles and responsibilities
        ii. Working with Your Instructional Designer
            1. Meet the Design Team
            2. Communication
            3. Meeting with Your Instructional Designer
            4. Timelines
        iii. Model Course Process
            1. Overview
            2. Online Course Development Process
            3. Template and Spotlight Courses
            4. Ideas for Organizing Modules in Canvas
            5. Best Practices for Designing Online Courses
            6. Designing Courses with Accessibility in Mind
            7. ADA Checklist
            8. Model Course Rubric
            9. Course Finalization Form
        iv. Multimedia Resources (MS)
            1. AT Portfolio
            2. Multimedia Request Form

        3. Multimedia Checklist
        4. Examples of Resources Available
        5. Video and Open Educational Resources
      v. Course Materials
        1. Objectives
        2. Text book
        3. Existing materials
        4. Publisher content
        5. Timeline for course completion
   c. Kick-off is scheduled
   d. Kick-off is conducted to begin course development and discuss a timeline for course completion

IV. Course Development (ID Coordinates all components)
   a. Gather materials
      i. Objectives
      ii. Textbook
      iii. Publisher Content – add to database
      iv. Activities
      v. Interactions
   b. Outline course modules/lessons/weeks
      i. Assigned reading (textbook, presentations, articles, websites)
      ii. Relevant activities
      iii. Supplemental interactions
      iv. Assessment of objectives
   c. Build content in LMS
      i. Introduction to Course
        1. Instructor bio
        2. Syllabus
        3. Orientation to LMS
        4. Schedule for course
        5. Welcome discussion
        6. Syllabus quiz
      ii. Creating Engaging Content Meeting
        1. Open educational resources
        2. Multimedia content (Camtasia, Articulate, Captivate, Webucator, Prezi, Voki, Vimeo, Digital Media Studio, etc.)
        3. Copyright
        4. Accessibility
      iii. Module
        1. Introduction to module
          a. Avatars
          b. Videos
        2. Assignment page
        3. Presentations
          a. PowerPoint
          b. Articulate
          c. Captivate
          d. Camtasia
        4. Activities
          a. Readings/videos
          b. Critical thinking assignments
          c. Publisher digital content/e-pack

     5. Interactions
       a. AT created
       b. SME created
       c. Publisher digital content/e-pack
     6. Projects
       a. Competency-based
       b. Apply knowledge
     7. Quizzes
       a. Create
       b. Publisher content
   iv. Review material for modules
     1. Schedule weekly/bi-weekly/monthly meetings
     2. Make recommendations for changes/additions/deletions
     3. Review material before finalization
   v. Secondary ID to review materials and provide suggestions before course completion

V. Course Completion (ID coordinates all components)
  a. Course Review Meeting
    i. ID reviews course materials
    ii. ID schedules meeting with SME to review final changes/additions/deletions
      1. Objectives
      2. Critical thinking
      3. Accessibility
      4. Adequate content for credit hours
      5. Payment level
  b. Peer Review
    i. Email to AD to identify Peer Reviewer
    ii. Notify Peer Reviewer
      1. Timeline for review is two weeks
      2. Model Course Rubric to be used for review documentation
    iii. Model Course Rubric is sent back to ID
      1. Follow-up meeting is schedule, if necessary
      2. Send Model Course Rubric to SME
      3. Changes are made based on feedback
      4. Rubric is uploaded to AT database
  c. Course Finalization
    i. Course finalization meeting is scheduled to finalize course (ID and SME)
      1. Review all changes from ID and Peer Reviewers
      2. Course Finalization Form is signed by the SME and ID
      3. State of Services Performed form is signed by SME
    ii. Payment level is entered in AT database (ID)
    iii. Course title in myPHSC is changed to reflect the current date (ID)
    iv. Course status is updated in the Faculty Resources group (ID)
    v. State of Services Performed and Payment Memo for final payment is submitted to Vice President of Instruction and uploaded to the database (HT)
    vi. Course is exported from Canvas and uploaded into Bluehost (MS/HT)
    vii. Add course to Canvas Commons (HT)
    viii. Course status is changed in AT database (HT)

VI. Course Review Process (ID coordinates all components)
  a. Review all courses developed 3 or more years ago
  b. Contact College Store for textbook updates
    i. If yes, contact SME/Academic Dean to determine if it needs to be revised

ii. If no, begin Course Review Checklist
c. Use the Course Review Checklist to review content, organization and file structure
d. Make recommendation on updates/revisions needed
e. Upload Course Review Checklist to database
f. Send Course Review Checklist to ADAT
g. Change course term to current term
h. Add status update
    i. Recommendation status update: The course has been reviewed and these are our recommendations [add recommendations here]. Please reference the Course Review Checklist for additional information.
    ii. Action status update: Course was updated by Instructional Designer or SME has been contacted to begin revision.
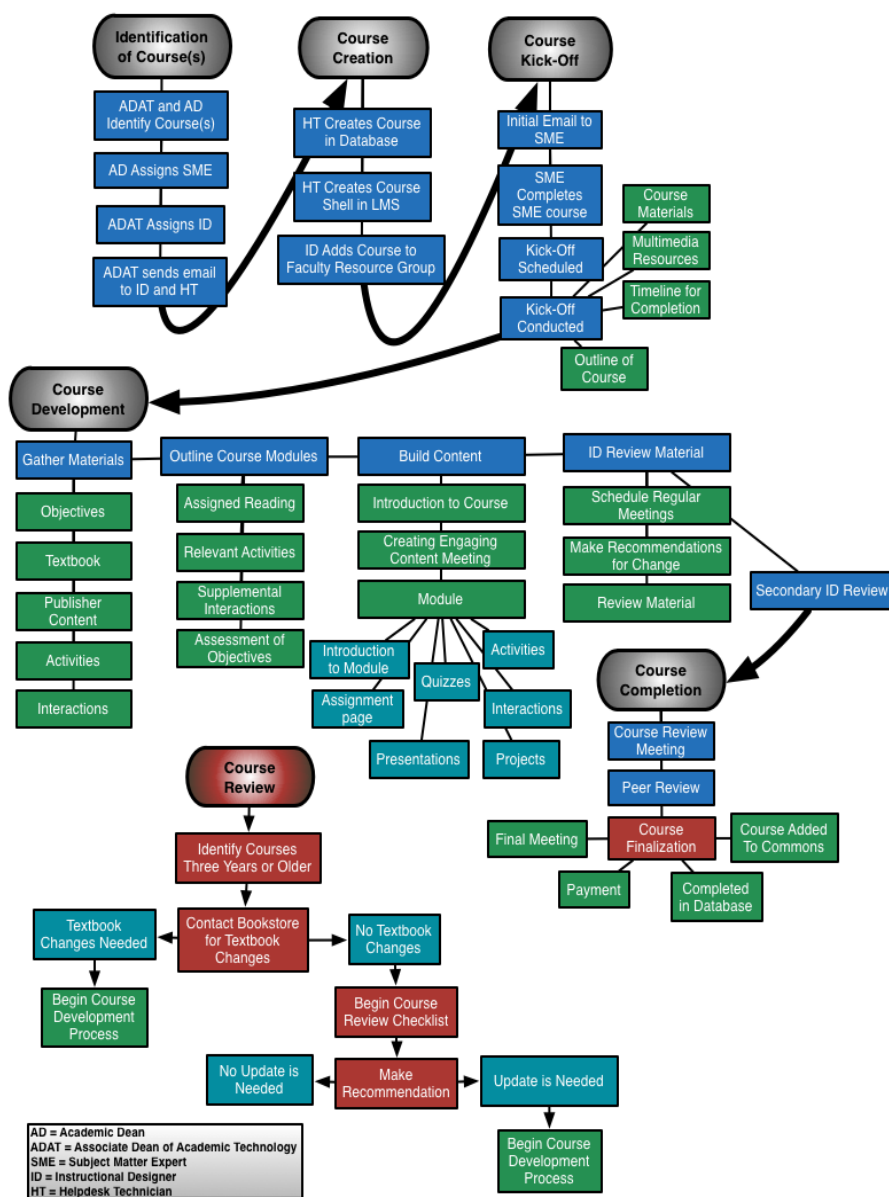
Model Course Design Rubric

Model Course: _____

Peer Reviewer: _____

Date: _____

Purpose: This rubric provides a means for evaluating e-course development and design.

Directions: Using the form below, please indicate the answer that best represents your belief about each statement concerning this Model course.

Specific Standard	Agree	Disagree	N/A	Specific Comments
1. Course Content				
a. The home page for the student provides a brief overview of the course and how to navigate the course.				
b. The course information module includes the instructor bio, syllabus, netiquette, course policies, and course schedule.				
c. There is an optional discussion forum for student-to-student interaction (Cyber Café).				
d. Media used in the course such as graphics, animations, diagrams, video, and audio are relevant to the content.				
e. Course content is organized into modules and titled consistently (week, lesson, module, session, etc.).				
f. Each module includes an assignment page (overview, learning objectives, materials needed, assignments due, resources, etc.).				
g. Each module includes instructional strategies (discussion forum, interactive activity, videos, etc.).				
h. Each module includes an assessment that gauges achievement of learning outcomes/objectives (traditional and/or alternative).				
i. Each module contains supporting files (PowerPoints, handouts, etc.).				
j. The course contains a course schedule with suggested time frames for assignments.				
k. The course content covers all material adequately (please use comments section to address missing or extraneous content).				

Specific Standard	Agree	Disagree	N/A	Specific Comments
2. Learning Outcomes/Objectives				
a. The course learning outcomes/objectives are clearly stated and describe outcomes that are measurable.				
b. The learning outcomes/objectives address content mastery.				
c. The learning outcomes/objectives address critical thinking ability.				
d. The learning outcomes/objectives address increased learning skills.				
e. Activities are equated with a learning outcome/objective.				
f. The learning outcomes/objectives for the course are specified for each week.				

Specific Standard	Agree	Disagree	N/A	Specific Comments
3. Assessment				
a. Course assessments are appropriate for course activities and measure the achievement of course outcomes/objectives/outcomes.				
b. The method of evaluation correlates with the outcomes/objectives.				
c. Assessment and measurement strategies are designed to provide feedback to the learner.				

Specific Standard	Agree	Disagree	N/A	Specific Comments
4. Community Building				
a. The course design provides activities to foster instructor/student, content/student, and student/student interactions.				
b. All requirements for course interaction are clearly explained.				
c. The course design provides multiple opportunities for using various types of interactions				
d. Student-to-student communication behaviors are clearly identified (netiquette).				

Specific Standard	Agree	Disagree	N/A	Specific Comments
5. Learner Support				
a. Instructions explain the technical support available, online tutorial service, and academic support services that can assist the learner.				
b. All supplemental resources are described in detail (i.e. proctored testing centers, libraries, tutoring, PHSC Writing Center, etc.).				
c. Instructions provide tutorials and resources for technology and content assistance (i.e. Guide to E-Learning at PHSC, myPHSC Support).				

Best Practices in Designing E-Courses

Course Introduction

Standard	Description
1. Detail the general course content and student responsibilities, among other items, in your syllabus.	Include items that address/explain the following: ● Course description ● Faculty contact information. Include a statement on how long students should expect to get a reply from you. ● Textbooks ● Learning outcomes that are measurable (from PHSC CIS) ● How the course is organized and how it works ● Grading policy ● Exams ● Term papers/projects ● Course schedule ● Research information and links ● Netiquette ● Plagiarism ● How to succeed in an online course ● The college withdrawal policy ● Help for students with disabilities ● Copyright information for students
2. Greet your students with a welcome message, and tell them how to get started in the course.	This welcome message should be the first thing students see when they initially log into the course. This can be put in the "About this Section" nugget on the course home page. You may also include a more in-depth welcome page in the "Content " section of your course. Keep the tone of this message warm and inviting.
3. Introduce yourself to the class, and have students introduce themselves to you and to one another in order to begin building a "community of learners".	The instructor might ask students to answer specific questions, such as their year in college, major, what high school they attended, city they live in, hobbies, future goals, family, pets, job, and anything else they are willing to share. If you want to create more community, you can incorporate a blog.
4. Acquaint students with the course software.	Include the Student Online Orientation to Canvas link found in the Faculty Resources group. Instructors can have students: ● Send an email in which students explain why they enrolled in the course, what they already know about the content of the course, and what they hope to learn. ● Introduce themselves in the discussion board. ● Send an email that details their computer-related skills and experience.

	• Post a message in the appropriate group discussion board with a link to a web site they think will benefit students in the class. • Complete a quiz based on the syllabus.
5. Ensure that students understand what is required for them to succeed in an online course.	Encourage students to complete the interactive Sample eCourse that is part of their course listings on their myPHSC Home Page. This sample online course includes activities that teaches students: • How to use the myPHSC learning management system • How to navigate through an online course • Successful study strategies • How to communicate online • How to behave ethically online • How to prepare technologically for the course • Where to access college resources

Course Organization and Design

Standard	Description
1. Structure your course in a well-organized manner, and make it easy to navigate. (Refer to the Model Course Design Template)	Students should be able to intuitively get from place to place within the course. • Divide content into learning units, appropriately labeled, and presented in a logical manner. Instructors typically divide these learning units into modules, chapters, etc. • Provide a course schedule with assignments, discussion posts, projects, exams and due dates for each module. • Include specific instructions for students within each module detailing exactly what is due each week.
2. Ensure that your links are active and up-to-date.	Instructors should check all links prior to the course and prior to each segment of the course. Inactive links should be fixed or removed. Links with outdated information should be updated.
3. Design your course so that all aspects of it are accessible to students with disabilities.	If you need assistance, consult the Academic Technology Department and the Office of Disability Services.
4. Include one discussion board forum where students can ask and answer class-related questions and one where they can ask and answer non-class-related questions. Also, post frequently asked questions in your course.	Possibilities for labeling the two discussion boards are "Student-to-Student questions" and "Cyber Cafe". To signify that posts to these boards will not be graded, you can include the word "Ungraded" in front of each. You will monitor both discussion forums.

Instructional Design

Standard	Description
1. Introduce learning units with an overview of the topic.	This can simply be a paragraph that briefly explains the topic to be studied.
2. Connect what the students already know about the topic to what they are going to learn.	This can include questions or activities to make this connection. Recalling prior knowledge should help provide a context for the students and get them excited about the learning tasks ahead of them.
3. Write and post objectives for each learning unit.	Your objectives should emanate from your course's learning outcomes and detail the specific tasks that students will be able to complete.
4. Align your learning activities to your objectives and outcomes.	Use your objectives and outcomes to determine your learning activities. Be consistent. For example, if one of your objectives states that students will discuss a topic, make sure the activity is a class discussion in the discussion board.
5. Align your assessments to your objectives and outcomes.	Use your objectives and outcomes to determine your assessments. Be consistent. For example, if one of your objectives states that students will evaluate a topic, make sure the assessment has a corresponding essay question that asks students to evaluate.
6. Structure your learning activities to foster student-instructor, student-student, and student-content interactions.	Strive to design a student-centered classroom where active learning and engaging activities are present. The Academic Technology Department can assist you in developing interactive activities, review quizzes, etc.
7. Clearly write your content and lessons.	Ambiguity will result in confused students and a lot of emails to you. If your instructions aren't clear, the students don't have you in front of them to ask clarifying questions. The clearer you write, the less confusion for your students. Include formatting techniques such as bolds, bullets, and white space, and make sure your text contains no spelling or grammar errors.
8. Post rubrics for grading.	Rubrics are criteria for grading non-objective tests and assignments. They let students know exactly how you will grade them, and they take the subjectivity out of your grading. You can develop rubrics for individual assignments, or in the case of discussion board postings, you can develop a generic rubric that applies to all posting assignments.
9. Ensure that the breadth of your content covers all of the content in the course outline of record.	If your course doesn't cover everything in the course outline, your students won't learn everything they are supposed to learn. This especially has a negative impact on students who transfer to four-year institutions and are expected to know specific content.
10. "Chunk" the information that you post for students.	Written material posted to students, particularly lectures, should be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. PowerPoint presentations—with or without audio narration—should be chunked

	and 5-10 minutes in duration. Podcast lectures should be chunked and the same length.
11. Ensure that your content meets the needs of students with different learning styles.	Multimedia works best to meet the needs of audio, visual, and kinesthetic learners. Audio narrations, podcasts, videos, pictures, charts and graphs, and simulations all enhance learning.
12. Extend your students' learning with optional web resources.	For those students who get excited about a topic and want to learn more on their own, provide links to web sites that you think will be helpful. Conversely, you can also provide links that will help remediate students who struggled through a topic.
13. Gather feedback from your students on the course so you can improve it for the future.	Gathering feedback is not done as an official evaluation of the course (this is done through PHSC); it is merely a way to improve the course. Surveys can be used to gather the feedback, and they can be used at any point during, and/or toward the end of, the course.
14. Refrain from using copyrighted materials illegally.	If you are unsure as to whether you are violating copyright law, seek permission to use the copyrighted material.

Retrieved and adapted March 21, 2012 from http://lpc1.clpccd.cc.ca.us/lpc/blackboard/best_practices/