

**Central Florida Community College**

**E-LEARNING PLAN**

**2008-2009**

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# I. Overview

## A. Introduction

This plan constitutes a working document which serves as a guide to e-learning at Central Florida Community College. It is offered as a dynamic document, which is evaluated and reviewed annually for necessary revisions. The major changes to this year's plan are the implementation of the new learning management system, ANGEL, and the new procedure for the development of online and hybrid classes.

E-learning responsibility includes e-learning coordination under the Dean for Learning Resources who reports to the Vice President for Instructional Affairs, in conjunction with an appointed E-Learning Committee that serves as the advisory body for e-learning. Membership on the E-Learning Committee consists primarily of faculty who teach in e-learning and staff who support e-learning credit and non-credit courses. E-learning operates in a symbiotic relationship with the Teaching/Learning Institute, sharing faculty training responsibilities.

## B. Mission Statement

E-learning strives to provide flexible, accessible, quality courses to students who desire an alternative delivery method for learning.

## C. Definition of E-Learning

E-learning at Central Florida Community College involves any formal delivery method in which the majority of instruction takes place via the internet or other electronic means, such as videoconferencing, pod casting, educational software, etc.

E-learning responds to the needs and goals of students for flexible, accessible programs and courses, and takes place in the form of online courses via the internet, hybrid courses, telecourses, and interactive television classes through video conferencing equipment in the classrooms. E-learning is an alternative delivery for instruction, not a separate program. Academic, learning resources, student services, technical, and administrative support are provided for all forms of e-learning courses.

As stated in the definition, e-learning occurs in 4 forms: online courses, hybrid courses, telecourses, and interactive television courses. These are defined as follows:

### Online Courses:

Online courses and programs are distributed through the internet, allowing for flexibility in time and/or place.

### Hybrid Courses:

Hybrid courses are combinations of online and traditional face-to-face classroom instruction. A designated percentage of the class is delivered on campus and the remaining percentage is delivered in the online environment. The predetermined percentages will vary according to the needs of the particular class and/or the particular instructor. The E-Learning Committee has developed guidelines for the development of the courses that use blended forms of instructional delivery. See Appendix A.

### Telecourses:

Telecourses are offered in videotape/DVD formats, which are checked out from the CFCC libraries.

### ITV courses:

Interactive television courses allow for distribution of live classes through video conferencing equipment. This equipment allows course instruction to occur through two-way audio and video interaction. The instructor provides live instruction in the origination classroom and appears via video and audio links to the remote instruction sites.

## **D. E-Learning Goals (Established in the initial Distance Learning Plan of 1999)**

- Provide flexible education
- Provide alternative access for students with disabilities
- Support and assist students with e-learning
- Promote awareness of e-learning to students, faculty, and the community
- Provide quality curriculum and course materials
- Provide reliable, accessible technology to support e-learning
- Facilitate appropriate support services to students
- Establish prerequisite skills for online courses
- Evaluate success and satisfaction of these courses
- Ensure adequate resources to implement e-learning
- Ensure adherence to accreditation, state licensing regulations, etc.
- Collaborate with other institutions, initiatives, and consortia involved with e-learning
- Establish an Associate in Arts degree through e-learning (accomplished in Fall 2002)
- Promote the development of instruction, support, and administrative procedures relating to online courses

## **E. Target Population**

The target population for CFCC's e-learning courses is primarily students within the college's tri-county service area. While most of the e-learning students are not necessarily geographically distant, they tend to be temporally distant, as work, family, and other obligations do not allow these students to maintain a regular schedule of classes. While the majority of the e-learning students are local students, the program occasionally includes students who are geographically distant. Faculty members teaching online courses agree to accommodate geographically distant students who may enroll in their classes.

## **II. Support Services**

### **A. Student Services for E-Learning Students**

The Student Affairs website (<http://www.cf.edu/departments/sa/index.htm>) provides all the information and forms needed for anyone to apply and register for classes, along with instructions for completing the process. The website also includes the college catalog, schedule of class offerings, online advising, financial aid information and an online orientation session.

The online orientation program is accessible from the Enrollment Services webpage ([http://www.cf.edu/departments/sa/enroll/online\\_orientation.pdf](http://www.cf.edu/departments/sa/enroll/online_orientation.pdf)). All Student Affairs components are listed, linked and explained within the online orientation.

## **B. Learning Resources Services for E-Learning Students**

Through the Library Information Network for Community Colleges, LINCC Web, CFCC students can access the holdings of all community colleges, a resource of more than 3 million items. Information resources available to e-learning students include access to approximately 90 comprehensive databases, 70,000 e-books, and a virtual help desk. Materials not available from local resources can be obtained through the interlibrary loan system that is a service available to all registered students, faculty, and staff of Central Florida Community College.

## **III. Procedures**

### **A. Training for Faculty**

Faculty developing e-learning courses, as well as those involved in on-going instruction, are provided with technology training in the specific methodology appropriate for the medium of delivery and with systems delivery support. To this end, the Teaching/Learning Institute (TLI), in cooperation with the E-Learning and Computer Services departments, provides continuous assistance for web-based and other forms of e-learning instruction.

### **B. Training for Students**

Students new to online e-learning are provided counseling and assistance to help determine if online learning is suitable for them. Additionally, these students are provided ongoing technical assistance through workshops and the help desk for e-learning. An interactive assessment for determining if a student possesses the attributes suitable for online learning is available on the CFCC Distance Learning webpage.

### **C. Development Procedure for Online Classes**

The needs for online course development will be guided by college-wide goals with assistance from the Vice President for Instructional Affairs in conjunction with the Dean for Learning Resources, the E-Learning Committee, and input from the faculty, in accordance with the following procedure:

1. All decisions regarding the need for online courses will be made within each department.
2. At the beginning of each academic term, each department will determine which courses need to be developed during that term for delivery the following term. Departments will also determine who will develop the courses.
3. The faculty member will complete an application. Applications are available on the Intranet under Forms - Faculty. The deadline for applications will be one month after the start of each term.

4. The completed application, signed by the Program Facilitator and the Dean, will be submitted to the Dean for Learning Resources in both hard copy and electronic format.
5. The Dean for LR will distribute the electronic copy to the E-Learning Committee members for their review and recommendation. If the committee recommends approval, the Dean will sign the application and send it forward to the Vice-President for Instructional Affairs for final approval.
6. When the faculty member is notified of approval by the VP, he/she will sign up for a series of workshops to be conducted in the Professional Development Center. During these workshops, the faculty member, along with a development team consisting of Office of Professional Development and E-Learning staff, will actually develop the designated online course from start to finish. The workshops will include but not be limited to the following components:
  - technical training in the ANGEL LMS as needed
  - instructional design training
  - criteria for effective online courses
  - assistance with converting traditional class materials and activities into an online format
  - utilization of learning object repositories
  - use of software designed for development of online courses (e.g. Softchalk, Respondus, etc.)
7. Stipends for these workshops will be equivalent to current Summer Fantasy and Super Saturday stipends (currently \$100 per day or \$50 per half day.)

(04/08/08: approved by LRT)

#### **D. Criteria for Online Courses**

For a course to be considered an e-learning course, 75% or more of the course must be delivered online. An online course may require some on-campus or proctored hours for testing, laboratories, writing assignments, review lessons, etc. depending upon the nature of the course and the requirements of the instructor. These non-online activities should not constitute more than 25% of the course. Additionally, non-online activities for students who are significantly remote from a CFCC campus need to be minimized and alternative plans developed to appropriately address these geographically distant students.

The minimum criteria for existing online courses and for new online course development and delivery include:

- Faculty participation in the development-training program upon approval of the application for online course delivery.
- At least 75% of the course delivered online; provisions must be made for geographically remote students for non-distance activities.
- Inclusion of the course and course content in the college's chosen template, ANGEL, unless otherwise approved by the E-Learning Committee.

- Expected on-campus or proctored class meeting dates listed and advertised to students prior to course enrollment, probably through the course schedule.
- Inclusion of the electronic library link on the course's class web page.
- Inclusion of a link on the course's class page to the online course evaluation instrument with instructor emphasis on completing this instrument each term.
- Minimum hardware and software requirements listed in the course syllabus and information page of the course available to non-enrolled students.
- Creation of a course syllabus or appropriate information to appear on the college's web site, accessible for student viewing without a password.
- Adherence to all curriculum standards of the same course delivered in a "traditional"/non-e-learning format.
- Defined time lines for interacting with students via email, chat rooms, bulletin boards, etc.
- Establishment of procedures for using the CFCC Testing Center for proctored tests, if this service is utilized.
- Adherence to the Southern Regional Education Board's *Principles of Good Practice* and SACS Commission on Colleges' Policy Statement on Distance Education.

### **E. Class Size and Course Loads**

All e-learning courses shall count toward the normal course load for faculty. Faculty will list an online, telecourse or ITV course on their door schedules to reflect the number of assigned contact hours credited for the course.

Class size for telecourses will remain the same as for other traditional, lecture, on-campus courses. As telecourses evolve into tele-web courses, these requirements may need to be reviewed for appropriateness.

Class sizes for ITV classes are somewhat determined by the physical limitations of the designated classroom. With that taken into account, the minimum and maximum course loads for ITV classes are the same as traditional courses.

In 2006-07, the Distance Learning Committee was asked to recommend a standard for enrollment caps for online classes. The committee recommended that individual academic departments be given the authority to determine enrollment caps for classes within their respective areas. This recommendation was brought to the Learning Response Committee, who in turn took it back to the faculty in their departments. The result was a new list of enrollment caps for online classes. See Appendix B for the enrollment caps set by each department.

If warranted, more than one section of an online course may be scheduled/offered each term. These decisions are made in conjunction with the Program Facilitator, Dean, and Vice President for Instructional Affairs. Additionally, decisions about who teaches online sections, as well as the number of online sections an individual faculty member may teach each term, are made in the departments based on departmental needs. Procedures for use of online or hybrid course shells by faculty other than the developer are outlined in Appendix C.

The E-Learning Committee recommends that restrictions not be placed on the number of e-learning sections a faculty member may teach (while remaining within the College parameters for course loads) as these courses are part of the teaching load.

## **F. Virtual Office Hours**

Faculty teaching online courses and telecourses may incorporate virtual office hours as part of their required office hours. If a faculty member chooses to establish “non-traditional” office hours, such as virtual office hours, these hours could be conducted off campus. Virtual office hours must be posted on course sites.

## **G. Evaluations**

Evaluation is for the improvement of the teaching and learning processes. The purpose of conducting specific course/student evaluations for e-learning classes is to enable the faculty, the E-Learning Committee, and the entire college to improve the classes and services offered to e-learning students. The E-Learning Committee recommends the courses offered through e-learning be evaluated every term.

Additionally, overall statistics are produced term by term for comparison purposes with non-e-learning courses. Among the statistics compiled are retention rates, grade distributions, and total numbers enrolled by delivery medium.

# Appendix A

## Hybrid Courses

Hybrid courses are generally defined as having between 25% and 75% of the designated course time on campus and the remainder of the course taught in an e-learning format. In contrast, an online course is defined by the state to be one in which over 75% is taught online. Each term is more specifically defined in the CFCC E-Learning Plan, which can be found at <http://www.cf.edu/distance/dlplan0708.htm>.

### Hybrid Development Guidelines:

1. Evaluate which of your course's learning activities will be most appropriate for the online portion of your course and which ones should be delivered in the classroom.
2. Divide the contact hours for your course between the two formats accordingly.
3. Plan each portion of your course to utilize the advantages of each method of delivery.
4. Keep in mind the amount of work that you usually assign in a purely traditional course and plan your online learning activities accordingly.
5. Course grades should reflect activities, materials and information in both the online and the onsite portions of the course.
6. Be sure to plan adequate opportunities for communication online so that students may seamlessly communicate whether they are in class or online.
7. Plan your grade-book so that students have appropriate access to their grades online and in class.

NOTE: When entering your course into Jenzabar for scheduling, be sure to use the designation "HY" for the Hybrid Instructional Method and assign it a section number of either 76 or 77.

## Appendix B

### Enrollment Caps for Online Classes

#### **Business, Technology & Workforce**

Computer Applications classes: 27

Principles of Management: 30

Introduction to Quality Control, Help Desk, and Project Mgt.: 30

Multimedia Applications: 25

Business Communications, Keyboarding I and II, Legal Assisting: 25

#### **Communications**

All classes: 22

#### **Education**

EME2040: 27

EEC2401: 30

EDF2005: 25

EDG2701: 25

#### **Humanities and Social Sciences**

Human Sexuality: 30

Marriage and the Family: 30

All others: 22 for Gordon Rule and 25 for others

#### **Math**

All online classes: 25

#### **Nursing**

PN and ADN classes: 25

#### **Public Service**

Criminal Justice: 30

#### **Science**

Florida Waters: 24

Florida Landscapes: 24

BSC 1080: 24

#### **Spanish**

All classes: 25

#### **Wellness Education**

Personal Wellness: 24

Drugs in Society: 27

## Appendix C

### Procedures for Duplication of Online Course Shells

1. Subject area department approves need for additional sections of an existing online or hybrid course.
  2. For online format:
    - a. First offer additional section to the developer of the online course, subject to the limit of the overload policy and departmental needs.
    - b. If developer declines, the department will determine which faculty member will teach the additional section. That faculty member should then consult with the developer as a professional courtesy before proceeding.
  3. For hybrid format:
    - a. Regardless of campus location, first offer additional section to the developer of the online course, subject to the limit of the overload policy and departmental needs.
    - b. If location is different or the developer declines, the department will determine which faculty member will teach the additional section. That faculty member should then consult with the developer as a professional courtesy before proceeding.
  4. Once duplication of an online or hybrid course has been approved in the originating department, that department will notify the Distance Learning Help Desk at dlhelp@cf.edu. The E-Learning staff will then duplicate the course shell and store it in a designated area of the server, which is not open to the public. The developer's personalized information will be removed from the course listing and welcome page.
  5. The faculty member, who will use the duplicated shell, will customize the shell as needed. All previous faculty personal information will be removed by current instructor.
  6. According to the annual E-Learning Plan, course management system training is required for any faculty member assigned to teach online.
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Basic core for duplication could include, but not be limited to, the following components:

1. The basic timeline
2. The syllabus (to be modified as needed)
3. Student lessons and assignments (to be modified as needed)
4. Lecture notes (if these were included in the development process)

The following components may be duplicated only with permission of the developer:

1. Instructor-developed question databases
2. Instructor-designed tests/exams
3. Discussion forum items

11/7/06: Approved by LRT