



Academic Management Manual

Section N

E-Learning Policies & Procedures

Academic
Affairs
2010-11

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General Information

E- Learning Mission Statement

The Administration, the Faculty/Instructors and the Board of Trustees of Palm Beach State College believe that students should be given the opportunity to learn in an environment which best meets their varied lifestyles. To foster this principle, the College offers both credit and non-credit courses, degrees and certificates by e-learning so students will have an opportunity to enroll in these courses. The course learning outcomes and the course name and number of these e-learning courses are the same as those offered on campus.

What is E-Learning?

E-learning includes classes that utilize a course management system to assist with instruction or present classes fully online. E-learning also supports the integration of technology in the learning environment, online use of the Internet as a resource in the classroom, email, compressed video and other instructional technologies.

Palm Beach State College offers e-learning classes in both credit and non-credit areas that require few (if any) on-campus meetings. Classes are designed to provide close interaction with instructors while also allowing greater time and space flexibility to serve the students' needs. Use of email, discussion boards, telephone, and face-to-face meetings occur to encourage effective communication with students and instructor or student-to-student interaction. These courses are rigorous and cover the same material as on-campus classes. Credits earned through e-learning course work are transferable and appear on transcripts just like any other class.

Organizational Information

The Vice President of Academic Affairs oversees the E- Learning program at Palm Beach State College. Active committees for e-learning provide opportunities for faculty/instructors and staff to discuss pertinent e-learning issues and offer guidance to maintain a quality program.

Quality of Courses

The course goals, learning outcomes, course name and number of these e-learning courses shall be the same as traditional face-to-face courses.

Curriculum

Academic Services maintains courses outlines for the courses offered at Palm Beach State College (www.palmbeachstate.edu/courseoutlines.xml). From these course outlines, faculty/instructors will create individual class syllabi. The course outlines are continuously updated through curriculum actions and State Course Numbering System transactions. E-learning classes use the same course outline as face-to-face classes.

Southern Association of Colleges and School's (SACS) Criteria:

"The commission recognizes the legitimacy of distance learning, such as that conveyed through off-campus classroom programs, external degree programs, branch campuses, correspondence courses and various programs using electronically based instruction offered geographically distant from the main campus."

In 2001, Palm Beach State was approved to offer e-learning (distance learning) by SACS through a substantive change.

E- Learning Goals:

- To provide an alternative education delivery system for greater access by our students.
- To provide flexibility of time and location.
- To promote the integration of technology in the learning environment.
- To promote globalization of education through electronic access to information and experts worldwide.

Who are Palm Beach State's E-Learners?

Almost 85% of the e-learning students at Palm Beach State attend class on one of the campuses as well as take e-learning courses.

Profile of Palm Beach State's E-Learning student:

- 70% are females
- Average age is 29
- 40% of these students have less than 30 credits
- Over 50% are seeking an AA degree
- 85% are residents of Palm Beach County

Students enroll in e-learning classes for the following reasons:

- No transportation
- Disability
- Work Commitment requires extensive travel
- Personal Commitment requires time flexibility
- Lack of child care

E-Learning Delivery Systems

Palm Beach State's commitment to students is to provide anytime, anyplace learning opportunities through an array of e-learning technologies and delivery systems. The primary difference between e- learning courses and face-to-face (traditional) courses is the delivery format, not the content. E-learning courses go through the same rigorous curriculum process as face-to-face courses.

Online courses allow students to take courses on the Internet providing greater flexibility and convenience. Students can access the course from a computer with an Internet connection 24 hours a day/ 7 days a week from home, work, library, or a college facility. Each course will have specific deadlines for the completion of assignments, projects, and quizzes/exams that meet course learning outcomes just like face-to-face classes. Some courses may require students to take exams in a proctored testing environment such as a Palm Beach State Testing Center (see the course syllabus for details/ requirements). Palm Beach State's course management system is Blackboard.

E-Learning Courses are offered at three levels:

1. **Web Component** – The instructor has developed a companion website for the face-to-face class where students may interact through messaging or the instructor may

- administer assignments or tests. Students may use their own computer with an Internet connection or may use a computer at one of Palm Beach State's locations.
2. **Hybrid** – In this type of class, 50% of the content must be in a face-to-face environment. The remainder of the instruction is conducted online through an instructor developed website using Blackboard.
 3. **Online** – In this class, all of the instruction is delivered online through Blackboard or an e-pack. Students may be required to take examinations in a secure testing environment.

E-Learning Course Development – Policies and Guidelines

In order to better meet the needs of Palm Beach State's students participating in our e-learning program; to better serve faculty/instructors in development of their online course material; to serve the needs of the College; and to enhance the quality of our online courses, the following policies are being instituted. These policies will address several key factors identified as opportunities to enhance the College's e-learning program, including:

- Standardizing the "look" of the online courses to create a branding image for the College's online programs;
- Standardizing and thus simplifying navigation of the courses in order to improve student engagement and retention;
- Growing class offerings to meet student need;
- Assisting faculty/instructors in development of course material to meet set standards for online course sites;
- Providing quality control and continuous enhancement of our E-Learning program.

The E-Learning Department will:

- Design and maintain a course template to provide a standard look of the online course sites. The department will assign these templates to instructional staff for development of course material.
- Provide workshops and online tutorials on course development standards, policies and best pedagogical practices.
- Provide assistance with development of course material, including general advice on site organization of material, as well as assistance with file formatting and development of course material.
- Certify courses to ensure quality and compliance with course site requirements.
- Work with assigned teams of faculty/instructors to develop College-developed courses.
- Support instructional staff with functions and use of Blackboard and other instructional software.
- Meet with the E-Learning Advisory & Peer-Evaluation Committee on regular basis to review policies, procedures and possible course site certification resolutions.

Course Site Certification and Site Requirements

As of the July 1, 2009, all **new** Blackboard course sites (sites which have not been developed and instructed, and/or sites in development not actively updated since November 1, 2008) will be certified by the E-Learning department before the sites are activated and access to students is provided. This applies to all component, hybrid and online courses.

Standard Home Page Design – Component, Hybrid & Online

The home page must consist of a College approved banner, footer, page dividers, resource links/icons, navigation structure and color scheme, and contain standard information per College developed and adopted home page design.

Standard Content & Delivery – Component Course

In addition to the standard Home Page content/design, component course sites are to include and utilize at minimum three (more highly recommended) instructional Bb components (providing substantial instructional benefits) such as:

- Discussions
- Self-Tests/Quizzes
- Multimedia Assignments
- Instructional Support (i.e., presentations, lesson reviews, handouts, links to online resource, etc.)

Standard Content & Delivery – Hybrid & Online

Hybrid and Online course content must be organized into Learning Modules (labeled as Lessons, Units, etc).

Each Learning Module is to contain at minimum:

- Lesson Introduction Page (learning outcomes, outline of the lesson components/requirements, special instructions, etc.)
- Instructional Content (i.e., personal faculty expertise presentations, handouts, videos, resource links, animations, etc.)
- Lesson Discussion
- Assessment (i.e., tests, quizzes, assignments)
- All other material related to that particular Lesson

Each lesson is to engage students in appropriate student contact time – equivalent to classroom contact time. Homework assignments do not count for Lesson contact time.

Certification Criteria Summary

Concepts Measured by the Course Site Certification Rubric

COMPONENT SITE

Certification is based on two main principles:

1. Home Page Design must meet the current College Standards (eLearning Department will apply the design).
2. Provide Instructional Benefits to Students
 - a. Content must clearly demonstrate instructional benefits. Providing handouts, links to resources, practice assessments, discussions, dedicated email, video -- any combination of three or more components satisfies Component Certification Criteria.

HYBRID & ONLINE COURSES

Must use approved standard home page design (eLearning Department will apply the design) -- and must satisfy the following criteria:

1. Contact Time and Content Organization
 - a. For every instructional hour removed from the classroom, an equal one hour of Online Instructional Activities must be provided.
 - b. Instructional Content must be organized into a set of 'Lessons' (units, chapters, etc.), utilizing the Learning Modules to present a series of related activities (presentations, discussions, assignment, assessments, etc.).

The time it takes to complete all Lessons (units, etc.) needs to equal traditional 'in-class' contact time. Traditional 'homework' (reading a chapter, etc.) does not count for Online Instructional Activity time.

2. Periodic Assessments
 - a. Students must receive feedback to let them know how well they are doing.
 - b. Faculty need to assess whether students are completing assigned material.

Assessments can be applied in a variety of formats -- but they need to provide feedback to the student 'whether they understand the course material' -- or not. And they need to assess whether the students are doing the assigned work. It is recommended to provide this assessment/feedback in every Lesson (unit, etc.), but not required. However, in an online environment, the need to provide periodic assessments is much greater than in a traditional classroom -- a 'midterm and a final' is not an effective assessment schedule. Since faculty do not see if the students are attending class and paying attention, frequent assessments are required.

3. Interactive (critical-thinking-skill) Exercises
 - a. Online Instructional Activities need to include Faculty and Peer interaction.

This can be accomplished in a variety of ways, but students need to interact with faculty and receive feedback on their work and performance. Since students cannot ask questions in the classroom, in the online environment faculty need to initiate the interaction (otherwise it won't happen).

4. Present Personal Expertise
 - a. Enhancing the course with personal expertise.

This can be accomplished in a variety of ways. Voiceover presentations, video, text based material, scripted discussions, feedback on assignments -- the eLearning Department will assist faculty with development of this material upon request.

E-PACKS & THIRD PARTY INSTRUCTIONAL SITES

The majority of course instructional content must reside in the College Learning Management System -- Blackboard CE (Bb). The use of E-Packs and/or Third Party Instructional Sites cannot constitute the majority of the course content. Instructional components such as discussions and assignments must be performed/submitted within Bb. If external sources are used for testing

purposes, grading criteria must be provided in Bb and all grading records must be transferred/posted into Bb’s grade book.

Course Site Certification Rubric

(sites must meet ‘Yes’ and ‘Adequate’ levels in order to be certified)

Online & Hybrid Site				
Category	Criteria	Yes	No	
Site Design home page requirements	Standard Banner & Footer			
	Standard Color Scheme			
	Standard Icons			
	Standard Navigation Hierarchy			
	Links to Standard Resources (Smarthinking, eLibrary)			
	Syllabus			
Category	Criteria	M	A	E
Course Content & Organization structure of the course, learning objectives, and instructional strategies	Content Satisfies Instructional Activity Time Requirement			
	Content Organized in Learning Modules			
	Content Presented in Manageable Segments			
	Content Delivered in Appropriate Format			
	Objectives & Learning Outcomes Clearly Stated			
	Clearly Stated Expectations Defining Levels of Participation			
	Rubrics/Performance Criteria Presented			
	Content Presents Faculty Member's Personal Expertise			
	Communication Tools Used to Elaborate on Course Content			
	Use of Visual and Auditory Tools			
	Opportunities for Individualized/Differentiated Instruction			
	Content Encourages Critical Reflection & Analysis			
	Periodic Assignments and Assessments Provided			
	Students Provided with Opportunities for Self-Assessment			
Supplementary Resources Available				
Online Library Resources & Other Content Repositories				

M = Minimum A = Adequate E = Exemplary

Component Site				
Category	Criteria	Yes	No	
Site Design home page requirements	Standard Banner & Footer			
	Standard Color Scheme			
	Standard Icons			
	Standard Navigation Hierarchy			
	Links to Standard Resources (Smarthinking, eLibrary)			
	Syllabus			
Category	Criteria	M	A	E
Course Content & Organization	Substantial Instructional Benefits Demonstrated			
	Appropriate Format Used to Deliver Content			
	Communication Tools Used to Interact with Students			
	Supplementary Resources Available			
	Online Library Resources & Other Content Repositories			

M = Minimum A = Adequate E = Exemplary

Blackboard Training Workshops

Two Blackboard workshops are provided in order to familiarize faculty/instructors with several major objectives.

Workshop I -- Tools and Content Delivery

- Blackboard capabilities
 - tools and their functions
- Course content delivery
 - various multimedia formats best applied to different forms of online content delivery

Workshop II -- The Pedagogy of Online Instruction

- Best pedagogical E-Learning practices
 - lesson plan, lesson structure and lesson organization
 - effective use of Bb Tool options
 - online faculty/student collaboration

Workshop Participation Requirements

Completion of these two workshops is required for faculty/instructors wishing to teach any Hybrid or Online courses. Faculty/instructors with existing Level 3 certification are exempt from required participation; however, all faculty/instructors are highly encouraged to attend. All faculty/instructors not Level 3 certified before July 1, 2009 under the current procedures are required to complete both workshops by the beginning of the Fall 2010 term in order to be eligible to instruct Hybrid or Online courses beginning Fall 2010 and thereafter.

While certain faculty/instructor training requirements and site development standards exemptions are being granted to current existing sites and faculty/instructor members, Level 3 certified under the old policies and procedures (as described in sections above), faculty/instructors developing new course sites (as defined in sections above) will be required to follow the new training and site development guidelines.

Additional Blackboard Resources

In addition to these two workshops, several individual 'Tool and Best Tool Practices' for all major Blackboard tools are offered for instructors wishing to improve their skill in utilizing a particular function provided in the Blackboard platform.

Blackboard Workshop I -- Tools and Content Delivery

Outcomes:

- Participants will have an opportunity to examine a well-designed course to gain an understanding of effective Blackboard Tool usage, course content delivery options and online instructional strategies.
- Trainers will demonstrate the function and effective instructional strategies for major Bb Tools.
- Trainers will showcase various content delivery options.
- Participants will learn how to incorporate instructional Bb Tools into a course site.
- Participants will learn to modify major instructional Bb Tools to incorporate effective instructional strategies.

Workshop Topics/Schedule:

- 1. Demonstrate a well designed Bb course site.**
 - a. Highlight Blackboard tools and effective use/options/settings for major instructional tools.
 - b. Demonstrate content distribution via selected third party applications (e.g., SoftChalk, StudyMate, converted PowerPoint with voiceover, video, online conferencing, Flash animations, etc.).
- 2. Have participants access a training site and practice adding and modifying selected Blackboard instructional tools:**
 - a. Discussions**
 - i. practice creating Categories
 1. explain Goals relationship
 - ii. practice creating Topics within Categories
 1. explain Threaded, Blog and Journal styles
 2. explain Grading, Goals, Peer Review and Topic Behavior Options relationships
 - iii. create a Threaded Discussion Posting
 1. post several reply postings to demonstrate threads
 2. discuss importance of collaboration
 - b. Mail**
 - i. demonstrate creating a Message and Choosing Recipients

c. Announcements

- i. create an announcement
- ii. modify recipients and delivery dates

d. Chat

- i. create a Room
 - 1. add Member and Group criteria
 - 2. explain Chat Logs
- ii. discuss student participation

e. Assessments

- i. demonstrate Database / Assessment relationship
- ii. provide sample Database
 - 1. explain Category usage
 - 2. highlight all styles of questions
 - 3. practice modification of questions
 - 4. practice creating most common type of questions
- iii. create an Assessment using sample database
 - 1. explain Grade Book Column relationship
 - 2. explain and demonstrate Goal association
 - 3. demonstrate and practice adding individual questions and question sets
 - 4. practice setting Assessment Properties
 - 5. take sample test – demonstrate differences in Question Delivery Properties

f. Assignments

- i. create an Assignment
 - 1. explain Submission, Recipients, Grade Book Colum, Goals and Options relationship

g. Learning Modules

- i. discuss use of Learning Modules
- ii. explain relationship of Modules to individual Tools
- iii. demonstrate a fully developed Module
 - 1. include opening page (in pdf or html)
 - 2. presentation with voiceover
 - 3. discussion forum
 - 4. self assessment
 - 5. assignment
 - 6. test
 - 7. other selected examples

h. Goals

- i. create a Category and a sample Goal
- ii. explain relationship to other Tools

i. Calendar

-
- i. create a calendar posting
 - ii. demonstrate Dates, Entry Type and Options
 - iii. practice Edit
 - j. Web Links**
 - i. create Category and a sample Link
 - k. Who's Online**
 - i. demonstrate function
 - l. Assessment Manager**
 - i. demonstrate View Submissions
 - ii. explain Grade Book relationship
 - iii. demonstrate View Attempt
 - iv. practice Override Score and add Comments
 - m. Assignment Dropbox**
 - i. Demonstrate receiving different types of Assignments
 - n. Grade Book**
 - i. explore Columns
 - ii. show Hidden state
 - iii. create Column (highlight different types)
 - iv. demonstrate Edit Value
 - v. demonstrate Calculated Column (final grade example)
 - vi. demonstrate Grade Book Options
 - 1. highlight Column Settings – Release and Grade options
 - o. Grading Forms**
 - i. create a Grading Form
 - ii. demonstrate adding Criterion and Performance Indicators
 - iii. explain relationships to Assignments
 - p. Group Manager**
 - i. demonstrate Creating Groups
 - 1. explain Custom, Multiple and Custom group options
 - q. Tracking**
 - i. Demonstrate different tracking and report options

The purpose of this Workshop is to make faculty/instructors aware of Blackboard capabilities. Once faculty /instructors gains this perspective, they will be assigned to an Instructional Designer for assistance with development of their Course Site.

Faculty/instructors can practice using Tool options and instructional settings in their Workshop Practice Site, however, content will not be transferable to a Course Site. After completing the Introduction to Blackboard Workshop, the assigned Instructional Designer will activate a Course Template and assist faculty/instructors with further development.

A final “Course Evaluation Rubric” will be applied to all perspective course sites. Once the course site is assessed and meets all criteria, it will then be authorized to be offered in either hybrid or fully online mode.

Blackboard Workshop II -- The Pedagogy of Online Instruction

Outcomes:

- How to plan courses to meet student needs.
- Identifying the teaching or learning outcomes to be achieved choosing the technology tools that make the goals achievable.
- Organizing learning activities around demonstrable outcomes embedded in each lesson.
- Incorporating medium/media that is effectual, accessible to students and receptive to different learning styles.
- Layering lessons with interactions and assessments.
- Selecting Tool options based on teaching and learning objectives.

Workshop Topics/Schedule:

1. Designing Online Courses

- a. asynchronous principles
 - i. live chats vs. threaded discussions
 - ii. scheduling testing dates and other due dates
 - iii. online testing vs. testing centers
 - iv. segmenting lessons into manageable sections
 - v. selecting appropriate multimedia

2. Developing and selecting Content and Delivery Method

- a. choosing appropriate format for delivery of content based on type of instructional material, learning objectives and learning styles

3. Grading Form Rubrics

- a. developing rubrics
 - b. relating rubrics into lesson components

4. Demonstrate a well designed Lesson Plan.

- a. Lesson Introduction & Objectives Page
- b. Content Delivery and Appropriate Format
 - i. instructor created
 - ii. publisher provided
 - iii. other resources
- c. Pre-Tests and Self-Tests
- d. Discussions, Assignments, Tests and other Assessments
- e. Lesson Summary

5. Analyze Tool Options

- a. examine options for each major Tools
 - i. impact on design

- ii. impact on testing
- iii. ensuring effective collaboration
- iv. preventing dishonesty
- v. managing course effectively
- vi. keeping students advised
- vii. collecting assignments
- viii. setting goals
- ix. developing a non-threatening learning environment

The purpose of this Workshop is to present effective online teaching and learning principles. Participants will explore effectively layered lessons containing multimedia content delivery, interactive components, assessments and demonstrable outcomes. Best teaching practices will be demonstrated and participants will be engaged in discussions relating the objectives and related examples and presentations outlined above.

General E-Learning Policies and Guidelines

Acceptable Use Policy for the Internet at Palm Beach State

Palm Beach State College provides access to the internet and World Wide Web for purposes directly related to education in an environment. Access to resources is shared equitably among all Palm Beach State users to allow a learning environment. All Internet use is to be free of illegal or malicious acts and must show respect for others through proper Network Etiquette.

Accessibility (ADA)

The Office of Disability Support Services is committed to providing an equal educational opportunity for all qualified students with disabilities, in compliance with federal and state statutes. Academic Affairs is also committed to ensure that the integrity of all college standards and requirements is maintained. ADA compliance will be applied via a prudent method of providing alternate content, which meets the needs of a specifically challenged learner.

Advertisement of E-learning Courses

A number of marketing activities are used to promote e-learning classes at Palm Beach State:

- E-learning web site at Palm Beach State
- PantherWeb Palm Beach State Class Search
- SREB Electronic Campus Listing
- FDL Consortium Course Listing

Interaction with Students and Office Hours

Communication between students and faculty is vital for the success of E-Learning. Specific requirements for frequent use of email, chat or discussion boards are made in course materials. Faculty will announce specific feedback timeframes in each course syllabus. For example: "Instructor's course email will be checked once per day Monday – Friday" or "Email will be responded to within 24 hours."

It is highly recommended that faculty check and respond to Email and Discussion postings daily Monday through Friday for Online and Hybrid courses. Since students work asynchronously, it is crucial to provide feedback to them as quickly as possible.

Faculty are also encouraged to hold 'Virtual Office Hours' -- making themselves available for one-on-one Chat Room discussions to address issues and provide support. These virtual office hours should be posted in the Online Syllabus as well as on the Online Calendar, and faculty should have their 'Virtual Office Chat Room' open and staffed during the office time hours.

Ownership of Material/ Copyright

All Palm Beach Community College employees must observe all US laws governing copyrights. Any violation of copyright or any other law is the sole responsibility of the author of that web page. Authors or originators using photos and images may need the permission of not only the person or organization that owns the photo or image, but also from any persons included within the images. Any use of other copyrighted material must have the express written permission of the person or organization that owns the copyright. Palm Beach State reserves the right to require proof of the written permission and to remove the material if that proof cannot be produced.

Student Complaint/Grievance Procedure

A student seeking a review of an academic course grade or an academic complaint related to derogatory behavior and/or of any other serious nature that does not involve academic dishonesty or any other disciplinary action shall: 1) attempt to resolve the situation, 2) if not resolved, present the situation to the professor's supervisor in writing with a copy to the campus Dean of Student Services, or 3) if resolution still not achieved, the student can contact the next highest administrator within the campus to which the professor is assigned. Please see the student handbook for detailed procedures -

http://www.palmbeachstate.edu/documents/Current_Previous/handbook.pdf

Blackboard Guidelines

Blackboard is a course management system that is used for the delivery of instruction for online, Tele-Web, and supplemental instruction in face-to-face classes and other delivery systems. Blackboard can also be used as a discussion board by departments, faculty clusters, committees and sponsored clubs. Each course using Blackboard will maintain a Welcome Page for student information. To request a course site on the Palm Beach State Blackboard server, send a request to Blackboard Administrator (guilera@palmbeachstate.edu).

Student Support Services/Information and E-Learning

Assessment of Student Capability

Students who are considering a e-learning course need to determine if the skills are present to be successful. Four (4) quizzes are available on this link as well as a listing of student competencies and computer system requirements.

Attendance Requirements

E-learning courses do not operate in a traditional face-to-face manner. Students may be dropped or withdrawn from the course by the instructor based on participation within the course and these guidelines are published in the specific course syllabus. An example of

participation may be submitting assignments, responding to a discussion forum, and/ or emailing the instructor by pre-determined deadlines. See the specific syllabus for details.

E-learning Orientations

Orientation is mandatory – orientation can be presented online, in-person or by other means of interactive communication. Orientation includes: syllabus, instructions for a successful course completion, technical requirements, skill level needed, and any student success tips. See the specific section for details from the instructor.

Library/ Learning Resources

The Library Learning Resource Centers provide resources and services for the College, including e-learning students. Students, faculty/instructors, and staff have access to the catalog, databases, library services, and other resources. The Library's website can be accessed from: <http://www.palmbeachstate.edu/x32.xml>

Student Assessment Courses and Faculty

Student Assessment of Courses and Faculty evaluations are conducted each term. Near the end of the term, students are given the opportunity to assess their instructors on a variety of assessment items.

Testing

It is recommended to provide all Assessments (Tests and Quizzes) via the Blackboard course site to Hybrid and Online students. In order to prevent dishonesty, the assessments should be designed to draw random questions from large test databases, randomizing answers in multiple choice questions, providing one question at a time and not allowing revisiting of questions, limiting time for submissions, and not allowing checking of results until after submission time expires. Following these guidelines minimizes student ability to share answers and print out sample test.

Each Palm Beach State Testing Center location also provides proctored testing in a secure environment. These centers in coordination with the faculty member can help establish testing sites outside of the Palm Beach County service area. It is possible, but not recommended unless absolutely necessary, to require students to take the Blackboard exam at one of the Palm Beach State 's or participating partner Testing Center. Please see the web page at www.palmbeachstate.edu/elearning_tests.xml for more information.

Textbook/ Bookstore

Textbook Selection Guidelines must be followed for e-learning classes. Follett's bookstore provides all books and materials for students taking classes at Palm Beach State. E-learning students can order their textbook and other required materials online through the Follet Bookstore at: <http://www.efollett.com/> .

Hardware and Software Requirements

All faculty members/instructors teaching an online course require access to a computer. The College provides computers to all full-time instructors at their primary location. Each SLC open lab at each Palm Beach State location is available to all faculty/instructors (adjunct and full-time). The following are the minimum browser and computer system requirements.

PC System specifications (minimum requirements):

- Processor: 1.0GHZ or higher
- Hard Drive: 40 GB hard drive
- Memory: 512MB (1 GB recommended)
- Windows XP with Service Pack 2
- DSL/ Cable broadband connection
- Browsers/Software – See Browser Tune-up online at <http://www.palmbeachstate.edu/dl.xml>

Macintosh system specifications

- Processor: 1.0GHZ with G5 with Intel processor
- Memory: 512MB (1 GB recommended)
- Hard Drive: 40GB Hard Drive
- Macintosh OS 10.39
- DSL/Cable broadband connection
- Browsers - See Blackboard Browser Tune-up at <http://www.palmbeachstate.edu/dl.xml>

Panthernet Coding for E-Learning Courses

Special designators are used to identify the delivery method of e-learning courses as well as the automatic loading of sections and students for those courses using the Palm Beach State Blackboard server.

Once the course is loaded in Panthernet by the campus, these additional special designator codes/ special fees must be added.

Table 1 – E-learning Special Designators and Fees

Delivery	DL Class Y or N	Special Designator(s) (Add at Class Level)	Blackboard Server	Description	Fee	Special Fee Type (Add at Class Level)
Online	Yes	DL & C1 DL & WP	No Yes	ONLINE CLASS	\$12.00 per Credit Hour	None
Hybrid	No	HY WH	No Yes	COMBINATION OF ONLINE/ INCLASS	\$35.00 per class	ONLN
Component	No	IC WC	No Yes	WEB ENHANCED CLASS	\$10.00 per class	COMP

Designators that start with a “W” are for classes that use Blackboard as the course management system. All other web supported classes that use e-packs or instructor hosted web sites should use the remaining designators.

The campus is responsible for adding the appropriate special designators and special fees. The special fee for Hybrid and Web Component classes WILL NOT be automatically loaded from the course dictionary and requires that the user manually add the appropriate fee. If registration

has started, and the fee was not added to the class, please call Academic Services so that adding of the fee can be coordinate with the Finance department. Adding the fees once registration has started with no notification will result in student schedules being cancelled.

Use of the Web Content Designators

These web class special designators may only be placed on a class if the instructor has the appropriate course approval.

Syllabi and Faculty/Instructor Web Page

All faculty who have courses that have approved with Web Content designators must have a faculty web page and syllabi available online on the College designated faculty home page saved in PDF format. The syllabi should be posted as soon as the class is loaded, but at least 30 days before the registration period for the semester opens. If the class is added after the registration period opens, the syllabi should be placed online within 24 hours of the class being added to the schedule.. Please see the webpage at <http://www.palmbeachstate.edu/x15142.xml> for syllabus templates and checklists.

Standard Class Notes

The following class notes MUST appear on a class that have web content designators. Additional notes may be added after the standard note text. Please use the new web address for the College and new email address format for all classes starting with the Summer 2010 term (2010-3). To save space, just list www.palmbeachstate.edu followed by the faculty member's faculty home page address (omit http://). The notes are formatted to fit on the PantherNet screens with the correct line length.

Note for Web Component Classes (WC or IC)

This class contains an online component that supplements the in-class meetings. You may use your own Internet-connected computer or you may use a student computer lab to access the class materials. Class web site:
<https://palmbeachstate.blackboard.com>
For more information see professor website:
www.palmbeachstate.edu/x461.xml?id=XXXXXXXX
or email professor XXXXXXXX@palmbeachstate.edu

Note for Hybrid Classes (HY or WH)

This class is a combination of in-class meetings and online instruction. You may use your own Internet-connected computer or you may use a student computer lab to access class materials. Class web site:
<https://palmbeachstate.blackboard.com>
For more information see professor website:
www.palmbeachstate.edu/x461.xml?id=XXXXXXXX
or email professor XXXXXXXX@palmbeachstate.edu

Note for Online Classes (DL C1 or DL WP)

This class is presented online but may require you to take tests in a secure testing location.

You may use your own Internet-connected computer or you may use a student computer lab.

Class web site:

<https://palmbeachstate.blackboard.com>

Student must logon by (date) & complete class orientation by (date). For more information see:

www.palmbeachstate.edu/X461.xml?id=XXXXXXXX

or email professor XXXXXXXX@palmbeachstate.edu