



Academic Management Manual

Section N

E-Learning Policies & Procedures

Academic
Affairs
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General Information

E- Learning Mission Statement

The Administration, the Faculty/Instructors and the Board of Trustees of Palm Beach Community College (PBCC) 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 Community 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 PBCC. 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 Community College (www.pbcc.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, PBCC 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 PBCC's E-Learners?

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

Profile of PBCC'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

PBCC'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 PBCC Testing Center (see the course syllabus for details/ requirements). PBCC'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 PBCC'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 PBCC'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.

To qualify for certification, the course sites will have to meet the following criteria:

1. Standard Home Page Design – Component, Hybrid & Online

The Home Page will consist of a College template with a banner, footer, page dividers, icons, color scheme, and contain standard information consisting of:

- Course Number
- Course Title
- Course Description
- Syllabus
- Faculty/Instructor Information (picture, campus address, office location, phone, fax and email)
- Links to Required Resources (Smarthinking, Turnitin, PBCC Library, PBCC Email, and other standard resource links as identified by the College)

This information will be presented in a standard page layout as per course template design provided by the College. All existing sites must meet the template for the standard home page by Fall 2010.

2. Standard Content & Delivery – Hybrid & Online

Hybrid course content is to be organized into eight (8) Learning Modules (Lesson Plans). Fully Online course content is to be organized into sixteen (16) Learning Modules (Lesson Plans).

Each Learning Module is to contain at minimum:

- Lesson Introduction Page -- containing learning outcomes and an outline of the lesson components
- Instructional Content (i.e., 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 will be designed to engage students and meet appropriate student contact time which is equivalent to classroom contact time. Homework assignments do not count for lesson contact time.

3. Component Course

In addition to the standard Home Page content, component course sites are to include and utilize at minimum:

- Discussion Board
- Email
- Instructional support (i.e., presentations, handouts, links to online resource, etc.).

E-packs & Publisher Sites

The use of an E-Pack (or equivalent) for development of course site instructional content must be approved by the campus Dean of Academic Affairs/Dean of Educational Services. The E-Pack must meet PBCC's learning outcomes identified for the course. Course sites developed with an E-pack must meet PBCC's E-Learning template standards and design.

Course sites cannot consist entirely of imported publisher-provided e-packs, or third-party developed Web sites. Such material can be selectively applied into Blackboard's Learning Modules, but the site must adhere to approved page design and instructional content organization as set by the College. Any content provided by publisher requiring fees from students must be approved by the campus Dean of Academic Affairs prior to scheduling of courses and must be disclosed to students in the class notes in PantherNet.

Site Certifications

The E-Learning department will certify **new** sites (sites which have not been developed and instructed, and/or sites in development not actively updated since November 1, 2008) based on the "Course Site Certification Rubric" (page 8). **Sites must meet an "Adequate" rating level on all rubric criteria in order to be certified.** The E-Learning department will assist faculty/instructors to meet this requirement.

Courses already developed or being actively worked on after the November 1, 2008 date will be certified based on the Level 1, 2 and 3 existing criteria; however, faculty/instructors will be encouraged to collaborate with the E-Learning department to assist them with conversion into the new course standards as outlined in this document and adopted as of July 1, 2009.

E-Learning Advisory & Peer-Evaluation Committee

A faculty-based E-Learning Committee will meet twice each term. The purpose of the committee will be to review proposed policy changes, new technological initiatives, as well as serve as a peer-based evaluation committee should any faculty/instructors disagree with course site reviews and certification. This committee will have the right to make final recommendations and site certification decision if the course does not meet certification standards.

Course Site Certification Rubric

(sites must meet 'Yes' and/or '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			
	Course ID/Number, Title & Description			
	Instructor Information (picture & contact info)			
	Links to Resources (Smarthinking, Turnitin, Library, Email)			
	Syllabus			
Category	Criteria	M	A	E
Course Content & Organization structure of the course, learning objectives, and instructional strategies	Content organized in Learning Modules - 16 online 8 hybrid			
	Objectives & learning outcomes are clearly stated			
	Content is presented in manageable segments			
	Appropriate format used to deliver content			
	Supplementary resources are available			
	Opportunities for individualized/differentiated instruction			
	Content encourages critical reflection & analysis			
	Clearly stated expectations defining levels of participation			
	Communication tools used to elaborate on course content			
	Use of visual and auditory tools encourage student engagement			
	Assignments and other assessments reflect learning outcomes			
	Rubrics/performance criteria are made available to students			
	Assessments that measure student progress			
	Students provided with opportunities for self-assessment			
Online library resources & other content repositories provided				

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			
	Course ID/Number, Title & Description			
	Instructor Information (picture & contact info)			
	Links to Resources (Smarthinking, Turnitin, Library, Email)			
	Syllabus			
Category	Criteria	M	A	E
Course Content & Organization	Appropriate format used to deliver content			
	Supplementary resources are available			
	Communication tools used to interact with students			
	Use of visual and auditory tools encourage student engagement			
	Online library resources & other content repositories provided			

M = Minimum A = Adequate E = Exemplary

Template Structure and Justification

A College-developed course site template is to be adopted for all new course sites (component, hybrid and online) offered at Palm Beach Community College. New courses are defined as “any course that has not been developed and instructed, and/or not actively updated/worked on since November 1, 2008 under the previous Level 1, 2 and 3 site criteria.” The Template consists of standard home page layout and instructional content organization.

The home page will consist of a standard banner, footer, page dividers, icons, color scheme, and contain standard information consisting of:

- Course ID/Number
- Course Title
- Course Description
- Syllabus
- Faculty/Instructor Information (picture, campus address, office location, phone, fax and email)
- Links to Required Resources (Smarthinking, Turnitin, PBCC Library, PBCC Email, and other standard resource links as identified by the College)

Hybrid and Online instructional content will be organized into learning modules. A minimum of sixteen learning modules for Online courses and eight learning modules for Hybrid courses are required.

Instructional content is to be published in browser -supported file format, and each module is to contain interactive activities and assessment of student comprehension of the presented instructional material. Each lesson (learning module) is to contain all associated material including discussions, assessments, assignments, links to outside resources, videos, animations and any other components applicable to the session (lesson).

This structure ensures that all PBCC courses present a professional and consistent online course site look and provide a consistent and effective content delivery. It provides easy navigation, logical sequence of content delivery and student comprehension assessment, as well as allows the College to develop one standard student orientation procedure which applies to all courses consistently.

Site Development Policies (College Developed and Faculty/Instructor Developed)**Existing Course Sites**

Faculty/instructors with previously developed course sites may choose between two options:

1. Instructor retains sole ownership of the course site. The site will be 'certified' as is.

OR

2. Faculty/instructors will be asked to collaborate with the E-Learning Department to comply with the standardized home page design and instructional content organization. The E-Learning department will assist faculty/instructors in this conversion.

New Course Sites

Any course site that has not been developed and instructed, and/or not actively updated/worked on since November 1, 2008 under the previous Level 1, 2 and 3 site criteria will be considered a “new site.” Instructors interested in developing new course sites may choose between two options:

1. Instructor will personally develop and retain ownership of the course site. The sites must adhere to the standardized home page design and instructional content organization to be certified. The E-Learning department will assist faculty/instructors to meet these requirements.

OR

2. The College will identify new course sites to be developed based on the institution’s needs and will hire content experts to assist the E-Learning department to develop the sites. The content experts will be compensated and the College will retain ownership of the site and assign instructors based on the institution’s needs.

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 BlackboardTool 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 PBCC

Palm Beach Community 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 PBCC 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 PBCC:

- E-learning web site at PBCC
- PantherWeb PBCC 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. PBCC 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.pbcc.edu/documents/Current_Preview/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 PBCC Blackboard server, send a request to Blackboard Administrator (guilera@pbcc.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.pbcc.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 PBCC 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 PBCC's or participating partner Testing Center. Please see the web page at www.pbcc.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 PBCC. 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 PBCC 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.pbcc.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.pbcc.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 PBCC 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) <i>(Add at Class Level)</i>	Blackboard Server	Description	Fee	Special Fee Type <i>(Add at Class Level)</i>
Online	Yes	DL & C1 DL & WP	No Yes	ONLINE CLASS	\$10.00 per Credit Hour	None
Hybrid	No	HY WH	No Yes	COMBINATION OF ONLINE/ INCLASS	\$30.00 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 special designators may only be placed on a class if the class has been approved by the E-Learning department. The special designators are only applied to the class with the approval of the dean or associate dean of the sponsoring campus.

Syllabi and Faculty/Instructor Web Page

All faculty/instructors who have been approved to teach classes with Web Content designators must have a faculty/instructor web page and syllabi available online on the PBCC-designated faculty/instructor home page saved in PDF format. The syllabi must be posted at least one week before the registration period for the semester opens. If the class is added after the registration period opens, the syllabi should be placed on line within 24 hours of the class being added to the schedule. Please see the webpage at <http://www.pbcc.edu/x15142.xml> for syllabus templates and checklists.

Standard Class Notes

The following class notes MUST appear on a class that has web content designators. Additional notes may be added after the standard note text.

Note for Web Component Classes (WC or IC)

This class contains an online component that supplements the in-class meetings. Students may use their own Internet connected computer or may use a PBCC student computer lab to access the class materials. For more information, please see the instructor's website at:

_____ or email the instructor at _____.

Note for Hybrid Classes (HY or WH)

This class is a combination of in-class meetings and online instruction. Students may use their own Internet connected computer or may use a PBCC student computer lab to access the class materials. Course web site: http:_____. For more information, please see the instructor's website at: _____ or email the instructor at _____.

Note for Online Classes (DL C1 or DL WP)

This class is presented completely online but may require the student to take tests in a secure testing environment. Students may use their own Internet connected computer or may use a PBCC student computer lab to access the class materials. Course web site: http:_____. Students must logon by (date) and complete the class orientation by (date). For more information, please see the instructor's website at: _____ or email the instructor at _____.