

Faculty Handbook for Online & Hybrid/Blended Course Development and Teaching



FACULTY HANDBOOK

FOR

ONLINE & HYBRID/BLENDED

COURSE DEVELOPMENT

AND

TEACHING

Edited by

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INTRODUCTION

WELCOME

Welcome to the world of online and hybrid/blended teaching and learning. Whether you are a full-time faculty member or an adjunct, this handbook is designed to help you improve student success as you develop and teach courses involving the Internet. The Handbook will provide guidelines that are based on learning and motivation research and theory and that are aimed at facilitating interaction among students and between students and instructors. The Handbook will also provide an orientation to the College and the services it provides to support online and hybrid/blended course development and teaching.

Online and hybrid/blended courses enable the College to extend its teaching services and to enrich its diverse community of learners. Mindful of the fact that many faculty have teaching responsibilities both on campus and online, this handbook is intended to serve as an easy-to-reference informational tool. As such, it supplements, but does not replicate the Faculty Handbook, which is also available from this office.

The College Catalog, which contains the College calendar, student policies, program information, and course descriptions, is another invaluable reference for faculty. Copies are available in the registration office at each College campus and Center. It is also available online at <http://www.fccj.edu/catalog>.

The Administrative Procedures Manual, available in each College library and Campus President's office, defines College policies and procedures. It is also available online at <http://www.fccj.edu/friends/president/policies/>.

Please feel free to call this office if we may be of any help in your professional work at the College.

Jack

Jack A. Chambers, Executive Director
Office of Organizational Learning Services

GOALS & OBJECTIVES

This handbook is designed to provide you with the resources and information needed to develop and teach effective, interactive online and hybrid/blended courses. Its goals are to inform, suggest, and recommend. Its objectives are to help you become more fully aware of the research on learning and motivation and its applications to course development and teaching, as well as to help you become aware of the available learning support services and to motivate you to take advantage of these services.

ONLINE AND HYBRID/BLENDED LEARNING PHILOSOPHY AND MISSION

Online and hybrid/blended learning is an integral part of the College, which promotes learner success through innovative teaching, learning, and technology.

The information and recommendations in this manual are based upon certain assumptions:

- Traditional on-campus courses do not meet the needs of all learners. Some learners are better served by alternative approaches, due to work schedules, family commitments, etc.
- Online and hybrid/blended courses and programs are learner-centered and learner-focused. Consequently, recommendations are designed to meet learner needs and promote learner success.
- Faculty members are essential to the success of online and hybrid/blended learning. Faculty bear responsibility for the academic quality of the learning experience and function as facilitators, coaches, and tutors for online and hybrid/blended learners.
- Online and hybrid/blended learning courses are not "an easy way out" for learners. Requirements for online and hybrid/blended courses are designed to be the equivalent of the requirements for the same courses taught on campus, and learners must be highly motivated and well organized to successfully complete these courses.

DEVELOPING ONLINE AND HYBRID/BLENDED COURSES

OVERVIEW

Fully online courses do not require student attendance on campus. When proctored exams or other proctored learning outcomes are required, they must be made available to the student in his/her geographical area. Hybrid/blended courses integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner with 33%-67% of face-to-face time replaced by online activity. Each hybrid/blended course must specify the percentage of course time to be devoted to seat time and the percentage to be devoted to online activities. All fully online and hybrid/blended courses should be accurately described so that, prior to registration, students understand the time and technology requirements.

Each course in the College curriculum has an approved and official course outline on file in the Curriculum Services Office. These outlines are available at <http://www1.fccj.edu/curriculum>. Faculty members are obligated to develop and teach each online and hybrid/blended course in accordance with this outline and with the same level of expectations as a fully on-campus class.

A faculty-based model using the team approach is recommended for the most efficient and effective course development. Both full-time and adjunct faculty are recommended to participate. Team leaders should be certified to teach the course. Team members should be certified in the same discipline or in a related field that would provide for integrated course content. Team members may also serve as technical experts.

Online and hybrid/blended courses at the College utilize the Blackboard learning management system (LMS) to emphasize rich and meaningful student-to-student and student-to-faculty interaction among a community of learners. It is recommended that all online course activities, including grades, should be implemented through the Blackboard platform.

Online and hybrid/blended courses are very different from traditional face-to-face courses. In the online environment, much of the teaching and learning takes advantage of the anytime and anyplace conditions of a virtual classroom. As a consequence, some roles in the traditional model of higher education have changed.

The demands of an evolving knowledge society create expectations for individuals to be independent thinkers and at the same time interdependent collaborative learners. These are the very core values and conditions of an educational experience. The creation of knowledge in an educational context is a personally reflective and collaborative process made possible by a community of learners....

The technology of e-learning has both the capability to precipitate private reflection as well as public discourse with a community of learners. Its power is in the capacity to connect people in personal and public ways. This unprecedented capability is fundamentally changing cognitive and pedagogical approaches to

teaching and learning. However along with this technological capability is needed the wisdom to create purposeful yet creative learning experiences with the appropriate balance between reflection and discourse. (Anderson & Garrison, 2003, pp. 22-23)

As a course developer you will need to utilize a variety of resources including textbooks, Web-based materials, and library resources to facilitate learning. Consequently, the need for lecture as a primary source of content is reduced or eliminated. Similarly, the lines between teaching and assessment are blurred by the use of learning objects, mastery learning, cooperative learning, and team-based projects. These strategies combine learning, motivation, and assessment to maximize student success.

THE DEVELOPMENT PROCESS

Development of online and hybrid/blended courses by College academic areas is a five-stage process which includes

- Initial faculty training
- Review of the College-approved course outline
- Selection of course content and alignment with College-approved course outline
- Identification of appropriate pedagogical approaches
- Selection of appropriate assessment measures
- Review by relevant faculty and administrators

This section of the handbook will examine these processes in detail. Three specific support tools and examples (Syllabus, Guidelines for Instructors, and Student Orientation) will then be discussed, with full details and examples provided in the appendices.

Some Generalities

Before course development begins, initial training in research-based pedagogy as well as technology training (particularly Blackboard) cannot be over-emphasized. Training programs provided through the College—especially the *Online Professor Certificate Program* and the *Faculty Certificate in Hybrid/Blended Teaching*—are primary sources of the information needed to facilitate a successful start to online and hybrid/blended course development.

Following this training, all course development and preparation must be completed before the first day of class. When the course begins, teachers actively assist and coach students as students

take more responsibility for their own learning. Personal relationships are as important to student success online as they are in the classroom. However, they have to be nurtured and developed in differing ways.

The changes described here are only the “tip of the iceberg” sitting atop the theory and research which has been transforming education. *So, are we changing the way we teach to meet the demands of new technology?* No. We are using technology to apply the research regarding the ways people learn and are motivated to succeed. This handbook is one tool the College provides to help faculty apply current research in developing and teaching online and hybrid/blended courses.

RECOMMENDED DO’S AND DON’TS REGARDING TRAINING, CONTENT AND PEDAGOGY

These recommended do’s and don’ts have been found both through research and practice to be effective guidelines to follow.

DO complete as many as possible relevant faculty development courses the semester before beginning course development. At a minimum, complete the *Learning Through Interactivity course* and the Blackboard training.

DO start the online and hybrid/blended course development process at least several months before the class begins. To be successful, these courses cannot be developed “on the fly” once the course has begun. They need to be completely developed and tested prior to the beginning of class.

DO develop an outline of the course before developing any other materials. For every chapter or session in the course, the outline should list learning objectives, as well as the activities and assessments matched to each objective.

DO select content which matches and supports the learning outcomes and objectives for each chapter of the course. Keep in mind that content can come from a variety of sources, including print and online materials. It can be made available through multiple forms of media to provide learning environments, motivation, and assessment which meet the needs of students with different learning styles. Be sure and review Appendix B and the SIRIUS Website www.sirius-education.org to see if these courses meet your needs. Contact the Organizational Learning Services Office for access to the full courses as needed.

DO select a variety of pedagogical approaches such as constructivist strategies which focus on active, student-centered learning in a real-world context, including Web quests and case-based studies. Keep in mind that learners may require modeling, hints and help to be successful in their efforts.

DO use a variety of cognitive instructional methods to facilitate selecting, organizing, and integrating knowledge, including concept mapping, timelines, and presentations.

DO use mastery learning for those terms and concepts which you feel must be learned and retained (memorized) in order to move ahead in one’s understanding of the academic field.

DO make use of the Web as a powerful vehicle for exploring the world and, conversely, for bringing the world to the student—incorporate it in learning activities as much as possible, while still requiring students to evaluate what they discover.

DO develop discussion questions which are open ended, engaging, and provocative, which relate to students’ lives, and which foster critical and creative thinking. Provide credit in the course for such participation. Particularly valuable are discussion questions which require students to take opposing sides in a debate or to role play in realistic situations involving applications of the content of the course. See the section below on development of discussion questions.

DO organize the course so that students can easily navigate through it. For technical help as you develop your course shell, contact your Campus Faculty Resource Center.

DO follow the guidelines for development of a comprehensive but easy-to-read Syllabus and Student Orientation. If you’re developing courses for use by other instructors, be sure to follow the guidelines for development of the Instructor Guidelines. Please see Appendix A in this Handbook for guidelines and examples.

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DON’T depend solely on past face-to-face teaching experience when developing your online course. Seek training available through the College and talk to seasoned online course developers/instructors such as the Mentors for the SIRIUS program (contact the Professional Development Office for further information).

DON’T attempt to put your lectures online using PowerPoint or other methods. You will not be physically present to keep the students motivated when they read these materials. **There are many alternative sources for course content available from publishers and from numerous reputable online providers.** Please see Appendix B in this Handbook for more information.

DON’T rely on excessive use of online materials which require considerable download time, such as large video or audio files. Students may be able to access these successfully and quickly in the campus labs but may not be able to make use of them at home.

DON’T provide specific Web links for students to review materials if this practice can be avoided. Rather, suggest that students investigate academically appropriate online resources to find the best materials to solve a particular problem. Keep in mind that links break all too quickly.

DON’T rely on teaching methods that require everyone to be online at the same time. One of the advantages of online and hybrid/blended courses is the ability to teach and learn anytime and anyplace. Although the immediate interactivity of chat, instant messaging, etc. is appealing, the physical locations and schedules of students may make this very difficult for full participation.

DEVELOPING EFFECTIVE DISCUSSION QUESTIONS

The Discussion Board plays a major role in online and hybrid/blended courses. Standard initial discussion forums recommended in all courses include the Cyber Café (for student-only interactive discussions) and Questions for Instructors (helpful in releasing answers to common questions to all students at one time).

Discussion questions are critical in the building of learning communities which include both students and instructor. If developed well and supported through frequent instructor review and positive reinforcement on the Discussion Board, these questions can help you to increase student motivation and ability to think critically and creatively. Increased motivation can lead to increased retention, higher percentages of students passing courses, and greater numbers of students enjoying the learning experience and ultimately becoming life-long learners. Increased ability to think critically can help prepare students to deal more effectively with life both within and outside of the classroom. In light of the importance of this activity, the following guidelines are provided for the development of discussion questions and their monitoring and support on the Discussion Board.

1. Design discussion questions to capture and hold student interest. To do this, they must be relevant to the students' daily lives and interests. The questions should be designed to be thought-provoking, to elicit multiple possible responses rather than a single "correct" answer, and to encourage debate. Responses supported by research and/or theory should provide required documentation. Questions may be based on relevant case studies, simulations, and/or role playing, especially those situations in which learners are asked to reverse roles or to take opposite opinions to those originally espoused.
2. Require students to engage in higher-order learning.
3. Write each question to be just that—one question. Discussion questions embedded with multiple questions confuse students and can lead to posts which respond to only one question among the many.
4. Make the questions short and sweet, clear, and to the point.
5. Use case studies and lengthy written materials as needed. Put these materials in a paragraph preceding the actual discussion question.
6. End each discussion question with this sentence: Read and respond to your classmates' posts.

Examples of Discussion Questions

A Not-So-Effective Discussion Question—example 1

What is meant by "Global Warming"?

A More Effective Discussion Question—example 1

Global warming is a topic that is being debated throughout the world. Al Gore's documentary portrays a situation in which the world's scientists are in agreement that global warming is occurring largely due to activities of the major industrialized countries. Further, they agree that the pace of warming is accelerating and can have catastrophic effects, especially on U.S. coastal areas such as south Florida. At the same time that the United States has been accused of being a major cause of global warming, the official stance by some U. S. scientists has been that global warming poses no problems and, in fact, may not be substantiated by careful scientific studies.

If your last name begins with A through L, assume you are a scientist who believes global warming is not occurring. If your last name begins with M through Z, assume you are a journalist at the *Miami Herald* who believes global warming to be a serious threat.

Prepare a news release which explains your stance on global warming and post it on the Discussion Board, citing scientific evidence for your position. Read and respond to your classmates' posts that take an opposing position to yours.

A Not-So-Effective Discussion Question—example 2

Freud and Maslow have different views regarding effective therapeutic practices for persons with severe anxieties. Define the differences between these two views. *Which therapeutic practice do you think would be most effective in such situations? Why?*

A More Effective Discussion Question—example 2

Consider if Freud and Maslow were both alive today and asked to debate the question "*How can one best help a person suffering from chronic anxiety?*" *Who do you think is more likely to be able to help the person with chronic anxiety (You must cite scientific research and/or theory in defense of your choice.)?* Read and respond to your classmates' posts.

ASSESSMENT

As a course developer, you are encouraged to use multiple means of assessment to address diverse learning styles. Mastery learning is strongly recommended for terms and concepts that require memorization, discussion questions are recommended for critical thinking and higher-order learning, and team projects are recommended for synthesis and cooperative learning.

Mastery learning requires a large pool of assessment questions which are randomly presented during multiple attempts on quizzes or tests, with the score on the final attempt normally being the grade recorded. Many publishers provide question pools in conjunction with their textbooks. However, you will need to screen these questions and answers to remove errors and ensure alignment with course objectives.

Discussion questions, individual assignments, and team projects should promote or require independent investigation of print and online sources. Learners can be asked to identify valid

data and provide specific references. These approaches foster analysis and evaluation skills while avoiding the pitfall of instructor-selected Websites that tend to disappear fairly quickly.

Threaded discussions are used to develop learning communities and to facilitate development of critical thinking; thus, the discussions should be sufficiently weighted in the grading scale to ensure participation (15% or more of the total course grade is recommended).

Cooperative learning and team projects are integral parts of online or hybrid/blended courses and involve assessment features. Students should therefore be provided with an outline of the participation requirements of the team project, plus an example of a project correctly completed in the appropriate professional style (APA, MLA, etc.). Requiring written work that conforms to the accepted format of the course discipline (APA, MLA, etc.) will prepare students for their future academic and professional endeavors and is recommended.

All written participation (posts to Discussion Board questions, term papers, etc.), should include spelling, grammar, and punctuation assessment as part of the overall evaluation.

A grading rubric for all assessed course components other than objective quizzes and exams is recommended to be provided to students.

OTHER RELEVANT ISSUES

Course Syllabus

Each faculty member must prepare a course syllabus based upon the official course outline. The course syllabus should be distributed to each registered learner at the first class meeting of the term. The following items are required in all College syllabi (see APM 09-0201):

- Course title, prefix and number, reference number, and term/session
- Instructor name and contact information:
 - Office location
 - Office hours
 - Office phone number
 - Office e-mail address
- Official course description including prerequisites/co-requisites if applicable
- Required texts and instructional materials
- Topical course outline (based on official course outline with tentative test and assignment due dates)

- Grading criteria (tests, quizzes, portfolios, case studies, etc.)
- Instructor expectations (may include classroom management items):
 - Attendance policy
 - Withdrawal date for the instructional session
 - Grading system (including all student responsibilities)
 - Make-up policy
 - Incomplete grade (I) policy if used by instructor
 - Academic dishonesty policy
 - Electronic devices policy
 - Special assignments if applicable (field trips, practical experience, service learning, etc.)

Drop for Non-Attendance

Drop for Non-Attendance is a mandatory process completed by faculty at the beginning of each term. For an online course, the criteria for participation should be specified in the Syllabus. For example, criteria for attendance can include taking an orientation quiz, posting a student bio, participating in a first-week discussion, or completing some other assignment that enables the instructor to verify the student's attendance and intention to continue in the course. Additional details on the Drop for Non-Attendance process can be found in the College Faculty Handbook.

Fair Use

All courses should meet Fair Use Compliance as described in the College Faculty Handbook.

Accessibility

All courses should meet accessibility compliance standards established by the Office of Services for Students with Disabilities as described in the College Faculty Handbook.

ACADEMIC REVIEW

If a development team approach is used, the development team leader should determine when the course is complete and ready for final review. S/he should then arrange for a review team to evaluate the completed course using the above guidelines. The review team is recommended to consist of the following (or their designees):

- The relevant Academic Dean
- The relevant Associate Dean or Program Manager
- The Campus President
- One or more faculty members in the academic area concerned, (selected by the team leader) who are experienced in online and/or hybrid/blended course development and online teaching in the academic area concerned
- Team leader (and members)
- A representative of the Office of Organizational Learning Services

The Dean (or designee) is recommended to serve as the Chair of the review. The review will be scheduled for approximately one and one-half hours, during which the review team will initially review the Syllabus, Student Orientation, Guidelines for Instructors, and the discussion questions. Following this, the team leader, assisted by team members, will guide the Review Team through the course, during which the review team will examine the organization and contents of the course shell.

During the review, the team will be advised of any suggested modifications; following the review, the team leader and team members will be notified in writing of these modifications by the Dean (or designee), which are normally expected to be completed within one week.

The team is then responsible for completing the course as indicated and submitting all materials to the Dean (or designee) concerned. At this point, the Dean (or designee) will archive the course shell and make it available to teach.

SUPPORT FOR COURSE DEVELOPMENT

Three primary documents to support teaching and learning have been developed by Organizational Learning Services for online and hybrid/blended course development—the Syllabus, the Instructor Guidelines (for courses to be taught by faculty other than the developers), and the Student Orientation. Detailed guidelines and templates for these documents are provided in Appendix A of this Handbook.

Syllabus

The Syllabus includes the following additional elements recommended for online and hybrid/blended courses:

- The intended learning outcomes of the course
- A statement setting a maximum 48-hour instructor response time to student inquiries

- Instructional materials (texts, software, etc.) that are given complete bibliographic entries in appropriate format—APA, MLA, etc.
- A detailed list of technology requirements for hardware and software, including the learning management system used for online portions of the course
- Hybrid/blended course requirements that include the number and duration of face-to-face meetings (once per week, etc.), their location, whether these are to be held (in a regular classroom or lab), and the types of activities conducted face-to-face rather than online
- A statement that in the first week of classes, students are required to participate in an activity which verifies their understanding and acceptance of course conditions (an e-mail to the instructor accepting the conditions outlined in the syllabus, a course contract, a quiz, or other activity may be used to fulfill this requirement)
- An example of a discussion question posed during the course
- A calendar that details all course activities (readings, assignments, discussions, labs, assessments, projects, etc.) and provides space for the instructor to add the dates for each week during the course and the dates that specific items are due
- A brief table listing all graded items and their corresponding point values, the sum of which is suggested to total 1000 points for ease of use and understanding by students
- A frequently asked questions section at the end of the syllabus explaining College policies and procedures.

Guidelines for Instructors

The Guidelines for Instructors document is written to provide a means for course developers to communicate their intentions to others who will teach the course. These guidelines include

- A statement setting a maximum 48-hour instructor response time to student inquiries
- Directions for changing sections of the course for specific terms, dates, and instructor information
- Recommendations for offering the course in 12- and 8-week schedules rather than the standard 16-week schedule
- Recommendations for offering the course in the hybrid/blended format
- Specific suggestions for teaching the course content, facilitating student learning, and conducting assessments

- A frequently asked questions section used to deliver recommendations and instructional policies regarding instructor response time, course preparation and adjustments, Blackboard and other technology use, student evaluations, etc
- A description of the instructor materials area in the Blackboard course, which stores supplemental resources that are not accessible by students, including
- A list of discussion questions with alternate choices
- A list of writing prompts if relevant to the course
- A pool of laboratory assignments if relevant to the course
- Documents and exams for proctored testing
- Assessment question pool documents
- Drafts of student correspondence (welcome letter, etc.)
- Suggested course announcements

Student Orientation

The Student Orientation is a standardized document which provides learners with

- General information on what learners should do before and during the course
- A list of study skills and survival tips that are helpful when taking an online or hybrid/blended course
- Discussion Board and e-mail etiquette
- Tips for taking tests in Blackboard

TEACHING ONLINE & HYBRID/BLENDED COURSES

OVERVIEW

As mentioned in the previous section on course development, the online and hybrid/blended environment for teaching and learning requires a different approach when compared to a face-to-face classroom. The teacher becomes a facilitator for learning, rather than primarily a source of content. In this section of the Handbook, we assume that the course has already been developed, either by you or by a team approach (as in the SIRIUS project). Now, it is up to you to bring the course alive through your interactions with students.

When teaching an online or hybrid/blended course, your time in front of a class is greatly reduced or even eliminated. It is replaced by your role in guiding learners through interactions which are primarily online and asynchronous. This type of interaction may require a new set of skills. You will find that interacting online with students takes a considerable amount of time. However, the benefits are gratifying when students are motivated to stay in the course and succeed.

Teaching and learning that is not confined to a scheduled time and place often results in more in-depth interaction between students and instructor and among classmates. Everyone in the course can compose her/his thoughts and have an equal opportunity to share her/his responses. Discussions are not limited to the length of a class period. There is opportunity to reflect and expand on earlier personal ideas and the responses of others, thus increasing personal relationships and building real learning communities.

Learning communities form the basis of successful online scholarship. They are most enhanced and fostered through the Discussion Board. For this reason, you will need to regularly monitor and participate in open-ended, engaging discussions with students. This level of discussion requires frequent, often daily, interaction with learners in the class. Of course, the same is expected of students. You will need to follow up with individuals if they fail to participate in discussions and when you perceive other problems may be causing students to receive lower scores on quizzes, projects, etc. At these times, correspondence with specific students by personal e-mail or messaging will usually resolve the issue.

The following recommended do's and don'ts have been found through research and practice to be helpful guidelines to follow in teaching online and hybrid/blended courses. Be sure to review the section on the teacher's role in online discussions. In a hybrid/ blended course, teachers must also decide which learning outcomes will be accomplished in the face-to-face classroom. These considerations are addressed below as well.

RECOMMENDED DO'S AND DON'TS FOR TEACHING ONLINE AND HYBRID/BLENDED COURSES

DO read or re-read the Syllabus and Guidelines for Instructors (if available). Update all necessary information in the syllabus regarding contact information, important college-wide dates, required texts and instructional materials, assignment and assessment dates, etc.

DO review all of the course materials thoroughly before the class starts, including information directly in Blackboard and all attached files in the shell; test and correct as needed any external links in these materials.

DO check all of the Blackboard functions in the course shell; ensure that items such as discussion forums and assessments are set the way you want them (available or unavailable) for the start of a new course term.

DO prepare and post an initial VERY POSITIVE announcement in Blackboard which welcomes the students and encourages their success in the course. Either post your biographic information and picture or put a link to your Website in the Faculty Information area.

DO make the course available to students. Send all learners in the course an e-mail to notify them when the course is available.

DO have students introduce themselves on the Discussion Board during the first week. Read and post a positive response to each student. You may need to follow up with individual messages to learners who don't complete this introduction activity.

DO use the face-to-face contact hours in hybrid/blended courses in a variety of ways, including discussion of critical content issues, debates, role playing, proctored exams, and initiation of discussions that will be continued online or continuing discussions that were initiated online. Be creative—use this opportunity to build learning communities.

DO monitor and respond to discussion questions at least every other day—for best results do this every day. Let students know of your presence, your willingness to acknowledge excellent posts, or your concern that they may need help understanding the question. This is also a good time to indicate other sources of information about a topic they might want to explore.

DO send personal e-mails at least once a week to students who are not posting on the Discussion Board or who are not submitting assignments or completing quizzes due that week. A positive tone indicating the students are missed, offering help, etc. will show them that you are there and concerned that they do well in the course.

DO post a grade in the Blackboard grade book as soon as possible after a student completes an assignment or discussion question. Research indicates that reinforcement is most effective when provided quickly—therefore, posting grades within 48 hours is likely to encourage greater student success.

DO send personal e-mails whenever a student does not follow directions, uses poor grammar, spelling, or punctuation, or exhibits related problems in responding to discussion questions or in completing assignments. The quicker you reinforce the standards established in the course, the better for the student and her/his success in the class.

DO respond to student e-mails or questions on the Discussion Board within 48 hours—responding within 24 hours will likely bring greater student success and confidence in you as an instructor.

DO work individually with students as needed to form teams. Team selection is one of the more difficult tasks for students, so they often need a lot of support and encouragement. Using the Cyber Café as a means for students to get to know each other and select team members is an approach that has proven very effective.

DO allow enough time for term papers or course projects to be submitted in draft form for your review so that students or teams can profit from your suggestions in developing the final product. Requiring a first draft at least a week ahead of the final due date can permit multiple iterations and thus contribute to student success.

DO remind students to complete the course evaluation survey toward the end of the term. An announcement in Blackboard can serve as a timely reminder.

DO send a note to all of the students at the end of class, thanking them for their participation, hoping they gained a great deal from the class, and wishing them well in their future classes and work. **Beginning and ending on a positive note, along with the other recommended do's and don'ts listed above, can help set the stage to encourage student interest in the course topic and in life-long learning.**

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DON'T just monitor student responses to discussion questions without commenting on their posts; otherwise, they won't know you're there or that you care about their success in the course. The idea that students should be left to carry on their own discussions without your personal interaction is not supported by learning theory and research.

DON'T respond on the Discussion Board to student problems which might embarrass the students publicly. These issues can be handled satisfactorily via personal e-mail or other private means of communication.

DON'T fail to monitor student progress regularly and often—daily if possible. Many of the College's online courses are taught in shortened terms of 8 or 12 weeks. This time can slip away quickly. Many students, if left unattended, will fail the course or achieve at the C level because they are not yet self-motivated to work at the required pace. Yes, you need to help motivate them to keep up if you want to foster student success.

EFFECTIVE USE OF THE DISCUSSION BOARD

Learning research and theory (particularly behaviorism) emphasize the need to quickly and repeatedly reinforce activities that are desired to be repeated. Constructivist research and theory emphasize the need for the instructor to interest students in exploring and constructing their own questions and/or responses to situations and to provide scaffolding (instructor support) while students are engaged in such activities. Applying these principles to the effective use of the Discussion Board leads to the recommendations which follow. These recommendations are similar to those presented in the Development section of the handbook but bear repetition.

1. Monitor (read) new entries on the Discussion Board at least every other day (every day is likely to produce the best results), and make your presence known.
2. Recognize excellent posts with positive reinforcements, similar to the way you would reinforce excellence in the face-to-face classroom.
3. Recognize posts that are on the right track but not fully developed, and encourage students to review other materials to strengthen their positions.
4. Raise the possibility of looking at other points of view, whenever feasible.
5. Assist the class in moving back to the topic whenever the discussion moves in a direction which is not helpful to the topic at hand.
6. Send private e-mails or messages to students who are responding in a hostile or negative way and are not citing supportive evidence for their positions. Encourage them to support their positions through research or theory, to cite personal experiences as appropriate, and to use a positive approach.
7. Send private e-mails or messages to students who are consistently using poor grammar, spelling, or punctuation. Encourage them to correct this misuse in future posts, and indicate that this problem is causing them to lose points toward their final grades.

EXAMPLES OF DISCUSSION BOARD INTERACTIONS

Question: Consider if Freud and Maslow were both alive today and asked to debate the question *"How can one best help a person suffering from chronic anxiety?"* Who do you think is more likely to be able to help the person with anxiety? (You must cite scientific research and/or theory in defense of your choice.) Read and respond to your classmates' posts.

Student Response: Chronic anxiety is a serious condition. If Freud were to help a person with anxiety, he would try and find the root of the problem. Then, Freud would explain that what is really triggering the anxiety is coming from the unconscious, which is the largest part of personality. He would explain that the unconscious is the driving force behind the development of individual personality and s/he needs to talk about what is really bothering her/him. Freud would try and get in a person's mind and explain to them that all s/he has to do is overcome fear

and anxiety through her/his own conflicting personality. He would try to get the root of the problem that is causing the anxiety and try to rid her/him of the thoughts and feelings that are clouding the mind.

Maslow, however, would have more of a humanistic approach to solve the problem. He would explain that there is a basic goodness inside of everyone that is striving to emerge. He would emphasize that s/he needs to get to the level of self-actualization. He would tell the person that all people have a tendency to grow and develop and that is the motivation for human behavior. Maslow would also talk to the person about satisfying the basic needs first and then work the way up, which entails realizing the full potential.

I believe that both Freud and Maslow would help a person with chronic anxiety, but Freud would help the most due to his personality views. Freud could also support his conclusion of the problem through his theory of defense mechanisms. Freud has many theories that could back up his therapeutic practices.

A Not-So-Effective Instructor Response

None. Instructor reads student response, thinks, "That's a good response," but does not post anything on the Discussion Board.

A More Effective Instructor Response

I think you've outdone yourself. This is a beautiful analysis of the two differing points of view and how each therapist would attack the problem. Someone pointed out, in a workshop for course developers that I chaired this morning, that Carl Rogers, a therapist who believes as Maslow does, originally studied to become a minister. That point of view, helping people to think positively, fits that profession and was also exemplified by a popular minister writer, Norman Vincent Peale, who wrote some time ago "The Power of Positive Thinking," which became a best seller. You might enjoy reading some of their thoughts.

COLLEGE SUPPORT FOR ONLINE TEACHING

COUNSELING AND ADVISING

As noted below, the Learner Support Center offers information and advising services during an extended workday and via various communication formats. Distance learners may use the LSC as their first or only point of assistance, but they may also communicate with one of the many Campus advisors and counselors for academic planning and goal development, transition to college life, and strategies for success.

TUTORING

The College provides tutoring services to students through its campus-based Learning Centers. Friendly, skilled, individualized student tutoring is available on a drop-in basis. In addition to their face-to-face activities, these centers offer links to online tutoring and study skills resources and assist students and faculty in establishing access to MySkillsTutor, an interactive Web-based instructional program. MySkillsTutor offers enrolled students extensive review and practice in English, math, reading, biology, chemistry, and physical science. Additional information and points of contact for College tutoring resources and MySkillsTutor are available at <http://www.fccj.edu/current/learningcenter/index.html>.

LIBRARIES

The college libraries have a large collection of online research materials available to all faculty and students, including e-books and online full-text subscription databases. You can access the electronic library at anytime by going to <http://www.fccj.edu/library/>. Begin by reviewing the Electronic Resources Frequently Asked Questions. Then contact a College library staff member for assistance as needed (see <http://www.fccj.edu/library/hours.htm>).

The college is in the process of establishing a new model of academic support referred to as the Learning Commons. This emerging service area includes on-campus locations with integrated library and tutoring centers featuring computer labs, classrooms, and facilities for laptop use to facilitate learning supported by human and technological resources. The College's first official Learning Commons opened at the Deerwood Center in spring 2009 and is eliciting positive responses from the entire college community.

In alignment with traditional Library and Learning Center services, the Learning Commons offers a full range of resources and services to students, faculty, and staff. Professional staff members are on hand to assist with research and materials available in print, audio-visual, and digital/computer-based formats. Each campus/center holds specialized items and collections established to support unique curricular offerings. In addition to the digitization of many materials available at each campus/center, there is progress being made in the development of "virtual labs" in Blackboard for collaboration and the posting of resources for students, faculty and staff.

LEARNER SUPPORT CENTER

The Learner Support Center (LSC) is a centralized facility that provides information to distance learners and technical helpdesk services to distance learners and faculty. Staffed by a professional team of specialists and advisors, the LSC offers assistance with the following:

- Artemis username/password retrieval and update
- E-mail activation, access, and settings
- Student dial-up Internet access set-up and use
- Configuration of browser options and settings
- Courseware operations and challenges
- Hardware and software operations and challenges
- Procedural guidance on student and staff Web page publication
- Student assistance and information with regard to College programs and degrees, admission requirements, and placement testing and advising details and procedures

Students are encouraged to contact their instructors for course-related inquiries and the LSC or Technical Helpdesk for College-related issues and technical challenges. Please note, however, that the Technical Helpdesk can only offer tips, suggestions, and contact information for publisher-supported course and online learning systems (e.g., CourseCompass, MyMathLab, MathZone, etc.). Nearly all these systems have comprehensive Internet customer support and phone access; such information is generally included in the students' purchased access kits.

The LSC's operating hours are as follows.

Monday-Thursday	7:00 a.m. – 9:00 p.m. ET
Friday	7:00 a.m. - 5:00 p.m. ET
Saturday	1:00 p.m. - 9:00 p.m. ET
Sunday	1:00 p.m. - 9:00 p.m. ET (Info & Student Services) 1:00 p.m. – Midnight ET (Technical Helpdesk)

Contact information for the LSC is as follows.

Technical Helpdesk	(904) 632-3151
Information & Student Services	(904) 646-2300
Toll-Free Voice	1-877-633-5950
Fax	(904) 633-5955
Toll-Free Fax	1-888-873-1145
E-mail:	helpdesk@fccj.edu advisor@fccj.edu info@fccj.edu

DISTANCE LEARNING OFFICE AT VIRTUAL COLLEGE

The Distance Learning Office (DLO) manages distance education offerings in an ever-changing technological environment. Current instructional formats include online courses that employ the Internet, textbooks, and digital video and audio recordings and self-paced CD-based courses that incorporate video lessons, books, and study guides and do not require Internet connectivity.

The DLO is the administrative hub of the Virtual College distance education program. The Office participates in college-wide marketing, policy, and curriculum development processes and works cooperatively with other campuses and departments to develop plans of action to maximize student opportunities. The office monitors trends in distance learning instructional design and innovation and continually seeks to enhance instructional quality and effectiveness.

The DLO's largest role, by far, encompasses the management of online courses and distance learning faculty and student support. Specific administrative and support functions include:

- Term planning, online course scheduling, system encoding, and enrollment monitoring
- Publication of distance learning course offerings in various College, government, and consortia print and online media
- Course-specific and learning management system technical support (in cooperation with the Technical Helpdesk and the Office of Learning Innovations)
- Distance Learning Website maintenance and enhancements
- Participation in College-owned course shell development and distribution to faculty (in cooperation with the Office of Organizational Learning Services)
- Procurement of instructor desk copies and instructional supplements
- Text adoption coordination and liaison with the campus bookstores
- Coordination of proctored tests and state exit examinations for distance learners
- Student resource development (with the assistance of the Learner Support Center)
- Procedural assistance and monitoring of grade input processes
- Receipt of student questions, feedback, and suggestions
- Student survey and course evaluation coordination
- Membership and participation in College and statewide boards and consortia

- Monitoring distance learning academic appeal trends (in cooperation with the Open Campus Dean of Student Success)
- Instructional quality assurance assistance and monitoring
- Distance learning data compilation and analysis

The Virtual College employs highly qualified full-time and adjunct faculty. Mindful of this, DLO strives to accommodate faculty teaching requests based upon student enrollment trends. Campus-based faculty online teaching preferences are forwarded to the DLO via the Campus Deans. Details needed for accurate encoding include course number, session, Artemis notes (significant course details applicable to students and published in the print and online schedules), and an indication of proctored/exit examination requirements. Faculty may submit text adoptions for online course sections via the DLO or through the Follett electronic adoption process.

The DLO receives communications from distance learners on nearly all facets of their academic lives. The DLO can frequently answer or appropriately refer learners' questions regarding general College policies and services. Questions concerning course content, requirements, and grading, however, are referred to appropriate teaching faculty.

The DLO is ready and willing to assist faculty and students and welcomes their feedback, comments, and suggestions on all aspects of its program and functions

Student Online Resources and Workshops

An Introduction to Online Learning is available to current and prospective distance learners via the College Website. The site, <http://www.distancelearning.org/so/>, is filled with distance learning information, tutorials, and interactive flash components.

Additionally, the Virtual College staff conducts classroom-based Success in Online Learning Workshops. These sessions provide a general overview of the online learning environment and college support services and cover such topics as course log in, classroom navigation, learning system features, classroom communications, assignment submission, and online testing. The workshops are generally conducted on all College campuses prior to and during the first week of every term. Schedules are posted to <http://www.distancelearning.org/oncamporient.html>.

Proctored Testing Offered for Online and CD Based Courses

Testing for most online courses is conducted within the learning management system. However, proctored exit examinations are a mandatory component of college preparatory studies, and faculty may opt to require proctored examinations in other online courses. While DLO and Open Campus staff members coordinate and administer the proctored testing program, online faculty play a key role in ensuring its success. Faculty identify testing dates, prepare rosters of eligible distance learners, create examinations where appropriate, and communicate with the DLO and Open Campus staff as needed to ensure a smooth and appropriate testing process.

There are two categories of proctored tests related to distance learning within the College: proctored course tests and proctored exit exams. **Proctored course tests** for Open Campus distance education courses are managed by the Distance Learning Office while the **proctored exit exams** for Open Campus distance education courses are managed by the Open Campus Assessment Center. Open Campus does not proctor any examinations for courses that are fully in the classroom or for hybrid/blended courses. Normally, there is not a testing fee charged to students testing at College test centers. **Testing fees charged by non-College test centers are the responsibility of the learner.**

Proctored Course Tests

Testing Site Selection

During the first week of class, students must select the testing site they will use for all proctored course tests. The class syllabus and student orientation contain all requirements and procedures for testing site selection. **Once selected, students cannot change their proctored testing site.**

Students residing outside of Baker, Clay, Duval, Nassau, St. Johns, and Union Counties must select an Alternate Testing Site. These students must complete a Remote Testing Site request for an authorized remote site.

Alternate Site Testing

Alternate site testing is provided through the Distance Learning Office for students in the Jacksonville area. It is scheduled at College campuses on designated days and times. However, the following information may vary depending on location availability. In addition, computer-based proctored testing is at this time restricted to certain FCCJ campuses and scheduled on a case-by-case basis. The current schedule for alternate site testing is

North Campus	Wednesday	6-9pm
Betty P. Cook Nassau Center	Thursday	6-8pm
Open Campus Urban Resource Center	Friday	5-8pm
Kent Campus	Saturday	9am-12pm
South Campus	Saturday	1-4pm
Cecil Field North	Sunday	1-4pm

Students should check the alternate testing site schedule at www.distancelearning.org/alttest.html for specific rooms. Some room locations may change during each semester due to the expected number of testing students.

Alternate Site Policy and Procedure

When reporting to the alternate site for testing, students **MUST** bring an official photo identification card that shows their name as it appears in the college registration. A state identification, driver's license, military identification card, or College student identification card is preferred. Those students who are recently married and whose names have not been updated in the College system are strongly recommend to bring one form of identification in each name or a copy of the marriage certificate. We strongly recommend you encourage students who inquire to

keep their College student identification card in their maiden name until their name change is reflected in their student records.

The alternate site proctors enforce the following testing regulations:

- Photo identification is required
- Students are not permitted to leave the testing area once testing has begun
- Cell phones and beepers **MUST** be turned off in the testing area
- Student are not permitted to bring children to the testing site
- Students cannot start testing later than one-half hour prior to closing time
- Once in the testing room, students must place all non-test-related material under their desk
- No outside scrap paper or blue books are authorized. The proctors will supply these when handing out the tests.

Remote Site Testing

Those students residing outside of Baker, Clay, Duval, Nassau, St. Johns, and Union Counties must locate an authorized testing location for proctored tests. To locate testing sites outside the Jacksonville area, students should see <http://distancelearning.org/testing.html>, <http://www.ncta-testing.org/cctc/find.php>, or e-mail assessme@fccj.edu. Military students can use authorized unit Educational Services Officers or base education centers as test proctors. Students using remote site testing are responsible for all testing fees at their selected testing centers.

Remote Site Policy and Procedures

Remote site testing students must complete the Remote Test Site Proctor Approval Form located at <http://www.distancelearning.org/proctorform.html>. For verification and approval, students must fax the completed form to the Distance Learning Office **at least three weeks before the desired testing date** for verification and approval.

Each remote testing site has different policies and procedures for testing other schools' students. It is the student's responsibility to contact the remote proctor for specific testing information, including questions about valid forms of identification. All remote testing requires a valid photo identification card showing the student's name as it appears on the class records.

Proctored Exit Exams

The Open Campus Assessment Center currently proctors the following exit exams and finals for all Open Campus distance education courses:

- BSC 2085C Standardized Final
- ENC 0021 Florida State Exit Exam
- MAT 0002 Exit Exam
- MAT 0024 Florida State Exit Exam
- REA 0008 Final Exam

All exit exams and final exams are timed and will be taken at a proctored site. Learners must have a C in the course to take the Exit Exam. This exam is a pencil and paper multiple choice test. Learners will use a Scantron answer sheet and must arrive at the test on time. Problems not worked within the time limit will be counted as incorrect. No books, notes, or calculators will be allowed. Remember, learners will not be allowed to use a calculator on the Exit Exam.

If a learner has a C in the coursework at the end of the course but does not pass the Exit Exam with a 70% or higher score, the learner will be eligible for a retake Exit Exam. If a learner is eligible for a retake exam, the instructor will discuss the procedure with the learner at that time. If a learner does not pass the Exit Exam on the first try and is eligible for a retake, the instructor will assign a D grade as the learner's grade and give the learner a deadline for completing the retake exam. If the learner successfully passes the retake exam, the instructor will change the learner's D grade to the appropriate letter grade.

Testing Site Selection

The exact location for proctored exit exams depends on the instructor's status at the College. Full-time faculty are responsible for proctoring their own exit exams.

Full-time faculty coordinate their exit exams through their parent campus. They will inform their students on campus-specific scheduling requirements. All retesting is done at the Open Campus Urban Resource Center.

Open Campus adjuncts who reside within Baker, Clay, Duval, Nassau, St. Johns, and Union Counties are required to proctor their course exit exams at a pre-scheduled location. They will inform their students on the scheduling requirements. Testing support is available through Open Campus Assessment Services.

Exit tests for students of Open Campus adjuncts who reside outside Baker, Clay, Duval, Nassau, St. Johns, and Union Counties are proctored by Open Campus Assessment Center staff. Exit testing dates and times may be scheduled at other FCCJ campuses and centers. However, all retesting is done at the Open Campus Urban Resource Center. The instructor will coordinate scheduling with the assessment center staff.

Local Exit Exam Testing Policies and Procedures

When reporting to the site for testing, students **MUST** bring an official photo identification card that shows their name as it appears in the college registration. A state identification, driver's license, military identification card, or College student identification card is preferred. Those students who are recently married and whose names have not been updated in the College system are strongly recommend to bring one form of identification in each name or a copy of the marriage certificate.

The site proctors enforce the following testing regulations:

- Photo identification is required
- Cell phones and beepers **MUST** be turned off in the testing area
- Student are not permitted to bring children to the testing site
- Students cannot start testing once an examinee has completed their exam and left the testing room or less than one-half hour prior to closing time
- Students should not bring any personal items other than their photo ID. All testing materials and supplies will be provided.

Remote Site Exit Exam Testing Policies and Procedures

Students residing outside of Baker, Clay, Duval, Nassau, St. Johns, and Union Counties, regardless of their instructor's status, must coordinate their remote site testing through the Open Campus Assessment Center. To locate testing sites outside the Jacksonville area, see <http://www.ncta-testing.org/cctc/find.php>, <http://distancelearning.org/testing.html>, or e-mail assessme@fccj.edu. Military students can use authorized unit Educational Services Officers or base education centers as test proctors. Students using remote site testing are responsible for all testing fees at their selected testing centers.

Remote site testing students must complete the Remote Test Site Proctor Approval Form located at www.distancelearning.org/proctorform.html. For verification and approval, students must fax the completed form to the Open Campus Assessment Center **at least three weeks before the desired testing date**.

Each remote testing site may have different policies and procedures. It is the student's responsibility to contact the facility for specific information, including questions about valid forms of identification. FCCJ requires remote students to show a valid photo identification card showing the student's name as it appears on the class records.

APPENDIX A1: SYLLABUS GUIDELINES AND EXAMPLE

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

SYLLABUS

Revised: 01/16/09

(GUIDELINES FOR DEVELOPMENT)

COURSE NUMBER

COURSE TITLE

Credit Hours

INFORMATION TO BE ADDED BY EACH INSTRUCTOR

Term/Year	
Reference Number	
Instructor	
Office	
Phone Number	
E-mail	
Web Page	

IMPORTANT DATES

Course Start Date	
Drop with 100% refund	
Withdraw with "W" grade	
Course End Date	

Additional critical dates for this course are available at
<http://www.fccj.edu/current/calendar/index.html>.

CATALOG COURSE DESCRIPTION

Copy course description from the current FCCJ Catalog.

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

List here the text and all software and other instructional materials required for the course. Include full bibliographic entries.

LEARNING OUTCOMES

Consult the Curriculum Committee approved course outline; copy or model learning outcomes from the learning outcomes or objectives approved for this course.

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your syllabus. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

LEARNING MANAGEMENT SYSTEM (COURSE PLATFORM)

The online component of the course is delivered in Blackboard Academic Suite.

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to

- An AMD or Pentium processor and at minimum a 56kbs Internet connection.
- Computer with personal access to the Internet (e.g., computer with a modem or cable modem connection)
- An e-mail account
- Web-browser software--at least Internet Explorer 5.0, Firefox 2.0 or above, and Safari 3.1
- Windows XP or Vista or higher operating system (or MAC OS X or higher)
- Virus-checking software
- Word-processing software
- Plug-ins, including Acrobat Reader, Flash Player, and Quicktime
- Additional hardware, including speakers and microphone

ACCESSIBILITY

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your syllabus. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

If you require specific accommodations to complete this course, contact the FCCJ Services for Students with Disabilities office; you may also wish to notify your instructor.

HYBRID/BLENDED COURSE INFORMATION

If this course is to be taught ONLY online, omit this section. If the course is taught as a hybrid/blended course, please add relevant information here. This information should include

the number and duration of weekly face-to-face meetings, whether these meetings are to be held in a regular classroom or lab, what types of activities are to be handled face-to-face vs. online, etc.

FIRST WEEK

Indicate the activity you are requiring students to participate in during the first week of classes which verifies their understanding and acceptance of course conditions (an e-mail note to the instructor indicating they have read and will abide by the syllabus, a course contract, quiz, or other activity may be used to fulfill this requirement).

LEARNING COMMUNITIES

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your syllabus. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

Students learn through interactions with each other, with the instructor, and with written, auditory, and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities—that is, to help learners and faculty get to know and better understand each other. Towards this end, the instructor will post a brief written biography introducing herself/himself; this will be available online as a part of the first week of class. You are asked to also introduce yourself by posting a brief biography on the Discussion Board—a picture is also recommended. In addition, a discussion forum (Cyber Café) has been provided to informally discuss things with other classmates without intervention of the faculty member. The Cyber Café will also be a useful place to find classmates interested in forming a team (if required in this course). And finally, the Discussion Board will contain a place where you can post questions for the instructor.

DISCUSSION

Include information on the use and purpose of discussion questions and group activities in the course and provide general guidelines for how these activities will be graded. Include one example of a discussion question. Please see the Syllabus Example for clarification.

ASSESSMENTS

This section should cover all assessment activities, including homework assignments, quizzes, examinations, and projects. If you use quizzes or examinations, you need to specify if these are open or closed book, if they are timed and/or proctored, or if they have other special requirements.

If you use mastery learning (which is highly recommended), you need to indicate to students that assessments may be repeated without penalty. Students should be informed of the:

- Number of repeated attempts allowed (i.e., 3, 5, unlimited)
- Expected level of mastery (90%, 80%, 70%)
- Scoring policy--whether the highest score, last attempt, or average score will be recorded
- Pace of the course--whether or not they may proceed to the next topic before reaching mastery

If a team project is required (this is also highly recommended), it should be mentioned here with details provided below.

TEAM PROJECT

Provide details here of any team project(s). You will need to explain the following:

- How the team is to be selected
- If there will be assigned team member roles; if so, identify the roles
- How the topic is to be selected
- Procedures for gathering data
- The required format and delivery of the project materials

The Syllabus Example provides further assistance in this area.

GRADING

Please use a 1,000 point scale. You will need to indicate the maximum number of points allocated to each major activity of the course. It is strongly recommended that discussion questions receive 15% or more of the total points. The point allocation should be provided in one table, with a second table showing the relationship of the points required for each letter grade, A through F. See the Syllabus Example for additional details.

CALENDAR OF ACTIVITIES

Prepare a table listing the weekly topics, assignments and assessments for a 16-week course, including chapters (or page numbers) from the text. See the Syllabus Example for details.

FREQUENTLY ASKED QUESTIONS

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your syllabus. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

You may add questions and answers to this list that you feel are relevant to your course.

1. *What learning management system is used at FCCJ for the online portions of this course?*
This course is delivered in the Blackboard® online course platform.

2. *Where do I acquire the required texts and instructional materials for this course?*

All course materials can be purchased at your campus bookstore or online from E-Follett. See the Student Orientation for further information.

3. *Do I have to have Internet access at home?*

The College can provide you with Internet access (no ISP needed). You may choose to use your own ISP; however, the college's ISP services are free to enrolled students. The College also has many student computer labs available to students who wish to use them.

4. *What if I need special accommodations to take the course?*

If you require specific accommodations to complete this course, contact Services for Students with Disabilities at www.fccj.edu/resources/disabilities/index.html and notify your instructor.

5. *How long will I have to wait for a response from the instructor to my e-mail?*

Faculty respond to e-mail within 24-48 hours.

6. *What is proper e-mail etiquette?*

E-mail to other learners and the instructor needs to be composed in a manner appropriate to polite interactions.

7. *What will help me succeed in this course?*

- **Strong discipline and desire to succeed.** You'll need to log in to class often during the typical week, motivating yourself to meet the requirements for success.
- **Ability to work well independently.** You'll develop the support of fellow learners all taking the same coursework together, but it will be different than a typical classroom environment. If you work well independently, your chance of success is higher.
- **Computer savvy.** If you're not familiar with the Internet and e-mail communication, we recommend that you take a computer enrichment class prior to enrolling in this course. Faculty assume you know how to access and send data on the Internet.

8. *What are "I" grades and when are they used?*

An "I" grade may be assigned at the instructor's discretion, upon request by the student, to permit the student time to complete required course work which s/he was prevented from completing in a timely way due to non-academic reasons. The instructor may require the student to document the request to assist in the decision. The instructor may choose not to grant the request. The "I" grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.

The instructor shall prescribe, in a written agreement with the student, the remaining course work required for completion and removal of the "I" grade. A copy of this agreement will be kept on file in the office of the appropriate dean. All work must be completed within the first eight weeks of the subsequent term, unless the instructor agrees to a longer timeframe (not to exceed one year). When the work is completed, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed timeframe, the "I" will automatically change to an "F" grade. The student will be informed of the final grade assigned.

To be eligible for an “I” grade, the student must be passing the course at the time of the request and must have completed at least 75% of the course work.

9. What is the FCCJ Code of Ethics?

Consistent with The Code of Ethics of the Education Profession in Florida, 6B-1.06, Principles of Professional conduct for the Education Profession in Florida, an obligation to the learner requires that an individual shall not harass or discriminate against any learner on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each learner is protected from harassment or discrimination.

10. What about academic dishonesty?

Academic dishonesty, in any form, is expressly prohibited by the rules of the District Board of Trustees of Florida Community College at Jacksonville. Academic dishonesty incorporates the following:

- Cheating which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade.
- Plagiarism which is defined as the act of stealing or passing off as one’s own work the words, ideas, or conclusions of another as if the work submitted were the product of one’s own thinking rather than an idea or product derived from another source.
- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data; lying; unauthorized copying, tampering, abusing or otherwise unethically using a computer or other stored information; and any other act of misconduct which may reasonably be deemed to be a part of this heading.

Any student alleged to have committed any act of academic dishonesty as defined herein shall be entitled to due process as defined in District Board of Trustees’ Rule 6Hx7-2.18 prior to the administration of disciplinary action, including suspension and dismissal.

11. May I repeat this course?

Learners may repeat a course in an attempt to improve a grade previously earned. State Board Rule 6A-14.0301 limits such attempts to courses where a “D,” “F,” or “FN” grade was earned. A learner has only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, the learner must be given an “A,” “B,” “C,” “D” or “F.” When students repeat a course at Florida Community College, only the last grade earned is calculated in their cumulative grade point average (GPA). However, students with an excessive number of “W” or “FN” grades and students who repeat courses to improve their GPA may jeopardize their admission to programs in the Florida State University System (SUS) or other institutions.

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

SYLLABUS

Revised: 01/16/09

(EXAMPLE)

PSY 1012 General Psychology 3 Credit Hours

Term/Year	
Reference Number	
Instructor	
Office	
Phone Number	
E-mail	
Web Page	

IMPORTANT COLLEGE DATES

Course Start Date:	
Drop with 100% refund	
Withdraw with "W" grade	
Course End Date:	

Additional critical dates for this course are available at
<http://www.fccj.edu/current/calendar/index.html>.

COURSE DESCRIPTION

This course consists of instruction utilizing the scientific approach that conveys an understanding of the behavior, mental processes, and experience of the individual organism and the principles that determine and guide individual and group behavior.

REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

Wisner, J., & Wisner, F. (2009). *General psychology (3rd ed)*. Jacksonville, FL: Florida Community College at Jacksonville. ISBN 13:9780077319496

LEARNING OUTCOMES

The primary objective of this course is to explore the subject matter of the field and to become familiar with the vocabulary and concepts of the field.

When you finish this course, you will be able to

- Identify and describe the diverse areas of study within the field of psychology
- Define and use basic psychological terminology
- Identify and describe major principles and theories of psychology
- Apply major principles and theories of psychology to everyday situations
- Demonstrate the ability to use resources to locate and obtain psychological materials
- Apply the American Psychological Association (APA) standards in the development of a formal paper

Specific Learning Objectives. Specific learning objectives are found at the beginning of each chapter in the book. Use the objectives to identify what the chapter will cover and what you should know when you are finished reading. In a very real sense, this is much like skimming the headlines of a newspaper before you delve into a particular story. The objectives provide you with a basic framework for learning and understanding; however, these objectives should not limit your knowledge or interest in the subject.

LEARNING MANAGEMENT SYSTEM (COURSE PLATFORM)

The online component of the course is delivered in Blackboard

TECHNOLOGY REQUIREMENTS

Please use the following checklist to determine your computer readiness. You should own or have access to

- An AMD or Pentium processor and at minimum a 56kbs Internet connection.
- Computer with personal access to the Internet (e.g., computer with a modem or cable modem connection)
- An e-mail account
- Web-browser software--at least Internet Explorer 5.0, Firefox 2.0 or above and Safari 3.1
- Windows XP or Vista or higher operating system (or MAC OS X or higher)
- Virus-checking software
- Word-processing software
- Plug-ins, including Acrobat Reader, Flash Player, and Quicktime
- Additional hardware including speakers and microphone

ACCESSIBILITY

If you require specific accommodations to complete this course, contact the FCCJ Services for Students with Disabilities office; you may also wish to notify your instructor.

HYBRID/BLENDED COURSES

If you are taking this as a hybrid/blended course, please note the following:

1. There will be a one-hour orientation session held in a campus classroom or lab during the first week of the course. All students enrolled in this section of the course must attend the orientation session.
2. There will be a one-hour session held in a campus classroom each week the class is in session. These sessions will be conducted by the faculty member teaching the course. Sessions will be oriented around increasing interactive learning among students and between students and the instructor. Sessions will include debates, role playing, and continuation of interactive discussions of questions initially discussed on the Discussion Board, in addition to general question/discussion sessions. The sessions are designed to improve student success and are required for student attendance.
3. All other course-related activities will be conducted online.

FIRST WEEK OF CLASS

To receive credit for attendance during the first week of class, you should send an e-mail to your instructor introducing yourself and indicating you agree to abide by the course conditions outlined in the syllabus.

LEARNING COMMUNITIES

Students learn through interactions with each other, with the instructor, and with written, auditory, and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities—that is, to help learners and faculty get to know and better understand each other. Towards this end, the instructor will post a brief written biography introducing herself/himself; this will be available online as a part of the first week of class. You are asked to also introduce yourself by posting a brief biography on the Discussion Board—a picture is also recommended. In addition, a discussion forum (Cyber Café) has been provided to informally discuss things with other classmates without intervention of the faculty member. The Cyber Café will also be a useful place to find classmates interested in forming the team required in this course. And finally, the Discussion Board will contain a place where you can post questions for the instructor.

DISCUSSION

The business model of today is for persons to work as teams. To prepare for such activities, all learners are asked to self-select a team of three to five classmates for discussions and to complete the final course project as described below.

One discussion question is scheduled for each chapter. In all formal discussions, you are to first carefully read the question, post an answer to the question, and then read the responses of your classmates (or team members if it is a team discussion) and post your replies. Learners who participate in discussions are likely to experience a higher level of learning and retention of the information contained in the course. To encourage your active participation in the course, you will receive credit for your contributions to the discussions.

Your discussion grade will be based upon the thoroughness, accuracy, and insightfulness of your responses; your use of correct spelling and grammar and correct sentence and paragraph format (ALWAYS spell check your responses); and the number and depth of your responses to other student posts.

Example of a discussion question: *Behaviorism was the dominant learning theory in psychology for much of the 20th century. Late in the century, cognitive psychology became an important theoretical position within psychology. Identify the theory you would follow—and why you chose it—in order to conduct research on this problem: Can students learn while they sleep? Defend your views from the scientific viewpoint. Post your response on the Discussion Board and read and reply to your classmates' posts.*

ASSESSMENTS

Quizzes. There is a quiz covering material for each chapter. Upon completion of the material and activities in each chapter, you should be ready to access and take your online quiz. The items for each quiz are randomly drawn from a large database. You may retake the quiz as many times as you choose without penalty. The goal is to achieve mastery of the course content, with mastery interpreted as 90% (22 points) or above on the assessments. **If you achieve mastery on a quiz, you will be credited with 100% of the points (25 points)!** Otherwise, points will be assigned according to the achieved success rate. For example, if your success rate on the quiz is 80%, you will be credited with 80% of the points (20 points) available on that quiz. Each quiz has a time limit of one hour.

In addition to the quiz assessments, term grades will be based on discussion forum participation and a team project.

TEAM PROJECT

What topic in General Psychology would you like to investigate in more depth? Join a team, select a topic in this area of interest to you and your team members, choose a team leader, and prepare a paper. Your paper is to be developed in the following ways:

You will need to conduct a review of the published research literature and write a concise summary and evaluation of the research that is related to your area of interest. The review should contain a description of information with research citations related to your topic of interest. You will need to include the identification of any theoretical conflicts or controversies related to your topic; also any needs or questions for further research should be addressed.

All paper or project topics must be approved by the instructor. All completed papers/projects must be in APA format and be posted on the Discussion Board for all learners to review.

The complete paper should contain a minimum of ten pages. The paper should have a minimum of ten scientifically recognized references. The paper should be double-spaced with a 12-point Times New Roman font. In addition to the content pages, there should be a title page at the beginning of the paper containing the title of your paper, the team name, the names of the students who participated in developing the paper, the course number and name, and the term and year. Text should begin on the next page. Your paper should have a one-inch margin all around your text. Be sure that you make a copy of your paper; then submit it as requested by your instructor at least one week before the final due date. The instructor will review the paper, identifying areas that need more work, and return it to you in time for the team to make final revisions before the final due date.

Remember—you must work together with other members of your group in gathering information, and each team member must contribute to the development of the paper. Following submission to the instructor, the team leader will post the paper on the Discussion Board, and each student will have an opportunity to read and respond to the papers.

The grade for the paper will be based upon the thoroughness, accuracy, and insightfulness of the coverage of the topic, correct usage of the APA format, correct spelling and grammar, and correct sentence and paragraph format. (ALWAYS spell check your paper.) Each participating team member whose name is listed on the cover sheet of the paper will receive the same grade.

GRADING

The quizzes, discussion forum participation, and the term paper will be used to compute the final grade in the course. Your final letter grade will be determined by totaling the points for all of the above activities as indicated in the chart below.

Quizzes (14 @ 25 points each)	350
Discussions (15 @ 25 points each)	375
Team Project	275
Total Points	1000 Points

A	900-1000 points
B	800-899 points
C	700-799 points
D	600-699 points
F	0-599 points

CALENDAR OF ACTIVITIES

<i>Week</i>	<i>Topic</i>	Dates
Week 1	Introduction to Online Courses Discussion forum—Introductions	
Week 2	Chapter 1. Introduction to Psychology Chapter Quiz Discussion Forum	
Week 3	Chapter 2. Behavioral Neuroscience Chapter Quiz Discussion Forum	
Week 4	Chapter 3. Sensation and Perception Chapter Quiz Discussion Forum <i>Select Teams</i>	
Week 5	Chapter 4. Consciousness Chapter Quiz Discussion Forum <i>Teams select topic for papers. Team Leaders should e-mail the topic of the team paper to the instructor.</i>	
Week 6	Chapter 5. Learning Chapter Quiz Discussion Forum	
Week 7	Chapter 6. Memory Chapter Quiz Discussion Forum	
Week 8	Chapter 7. Intelligence, Thinking, and Language Chapter Quiz Discussion Forum	
Week 9	Chapter 8. Personality Chapter Quiz Discussion Forum	
Week 10	Chapter 9. Motivation and Emotion Chapter Quiz Discussion Forum	
Week 11	Chapter 10. Social Psychology Chapter Quiz Discussion Forum	
Week 12	Chapter 11. Developmental Psychology Chapter Quiz Discussion Forum	
Week 13	Chapter 12. Health Psychology Chapter Quiz Discussion Forum	

Week 14	Chapter 13. Mental Disorders Chapter Quiz Discussion Forum Students: Please complete the course evaluation in ARTEMIS.	
Week 15	Chapter 14. Therapy Chapter Quiz Discussion Forum <i>Team Leaders submit drafts of team papers to instructor.</i>	
Week 16	Final Projects due	

FREQUENTLY ASKED QUESTIONS

1. *What learning management system is used at FCCJ for the online portions of this course?*
This course is delivered in the Blackboard® online course platform.

2. *Where do I acquire the required texts and instructional materials for this course?*
All course materials can be purchased at your campus bookstore or online from E-Follett. See the Student Orientation for further information.

3. *Do I have to have Internet access at home?*
The College can provide you with Internet access (no ISP needed). You may choose to use your own ISP; however, the college's ISP services are free to enrolled students. The College also has many student computer labs available to students who wish to use them.

4. *What if I need special accommodations to take the course?*
If you require specific accommodations to complete this course, contact Services for Students with Disabilities at www.fccj.edu/resources/disabilities/index.html and notify your instructor.

5. *How long will I have to wait for a response from the instructor to my e-mail?*
Faculty respond to e-mail within 24-48 hours.

6. *What is proper e-mail etiquette?*
E-mail to other learners and the instructor needs to be composed in a manner appropriate to polite interactions.

7. *What will help me succeed in this course?*

- **Strong discipline and desire to succeed.** You'll need to login to class often during the typical week, motivating yourself to meet the requirements for success.
- **Ability to work well independently.** You'll develop the support of fellow learners all taking the same coursework together, but it will be different than a typical classroom environment. If you work well independently, your chance of success is higher.
- **Computer savvy.** If you're not familiar with the Internet and e-mail communication, we recommend that you take a computer enrichment class prior to enrolling in this course. Faculty assume you know how to access and send data on the Internet.

8. *What are “I” grades and when are they used?*

An “I” grade may be assigned at the instructor’s discretion upon request by the student to permit the student time to complete required course work, which s/he was prevented from completing in a timely way due to non-academic reasons. The instructor may require the student to document the request to assist in the decision. The instructor may choose not to grant the request. The “I” grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.

The instructor shall prescribe in a written agreement with the student the remaining course work required for completion and removal of the “I” grade. A copy of this agreement will be kept on file in the office of the appropriate dean. All work must be completed within the first eight weeks of the subsequent term, unless the instructor agrees to a longer timeframe (not to exceed one year). When the work is completed, the instructor will submit a grade change form with the grade earned. If the work is not completed within the prescribed timeframe, the “I” will automatically change to an “F” grade. The student will be informed of the final grade assigned.

To be eligible for an “I” grade, the student must be passing the course at the time of the request, and must have completed at least 75% of the course work.

9. *What is the FCCJ Code of Ethics?*

Consistent with The Code of Ethics of the Education Profession in Florida, 6B-1.06, Principles of Professional conduct for the Education Profession in Florida, an obligation to the learner requires that an individual shall not harass or discriminate against any learner on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each learner is protected from harassment or discrimination.

10. *What about academic dishonesty?*

Academic dishonesty, in any form, is expressly prohibited by the rules of the District Board of Trustees of Florida Community College at Jacksonville. Academic dishonesty incorporates the following:

- Cheating which is defined as the giving or taking of any information or material with the intent of wrongfully aiding oneself or another in academic work considered in the determination of a course grade.
- Plagiarism which is defined as the act of stealing or passing off as one’s own work the words, ideas, or conclusions of another as if the work submitted were the product of one’s own thinking rather than an idea or product derived from another source.
- Any other form of inappropriate behavior which may include but is not limited to falsifying records or data; lying; unauthorized copying, tampering, abusing or otherwise unethically using a computer or other stored information; and, any other act of misconduct which may reasonably be deemed to be a part of this heading.

Any student alleged to have committed any act of academic dishonesty as defined herein shall be entitled to due process as defined in District Board of Trustees’ Rule 6Hx7-2.18 prior to the administration of disciplinary action, including suspension and dismissal.

11. *May I repeat this course?*

Learners may repeat a course in an attempt to improve a grade previously earned. State Board Rule 6A-14.0301 limits such attempts to courses where a “D,” “F,” or “FN” grade was earned. A learner has only three total attempts in any course, including the original grade, repeat grades, and withdrawals. Upon the third attempt in a course, the learner must be given an “A,” “B,” “C,” “D” or “F.” When students repeat a course at Florida Community College, only the last grade earned is calculated in their cumulative grade point average (GPA). However, students with an excessive number of “W” or “FN” grades and students who repeat courses to improve their GPA may jeopardize their admission to programs in the Florida State University System (SUS) or other institutions.

APPENDIX A2: INSTRUCTOR GUIDELINES AND EXAMPLE

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

GUIDELINES FOR INSTRUCTORS

Revised: 01/16/09

(GUIDELINES FOR DEVELOPMENT)

COURSE NUMBER

COURSE TITLE

Credit Hours

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your Guidelines for Instructors. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

The purpose of this document is to provide a means for the course developers to communicate their pedagogical, technological and organizational intentions to others who will teach this online course as it has been designed.

BEFORE THE COURSE BEGINS

A considerable amount of time is required to teach any course and often occurs before the course begins. The following are some of the steps in preparation for the first day of class.

In addition to this Guidelines for Instructors document, the course Syllabus and Student Orientation contain specific, unduplicated information that is very important in initial preparation to teach this course. Be sure and read all three documents before proceeding further.

Examine and Prepare the Course Shell

Provide a list of the steps which should be taken to prepare to teach this course. Areas to address include the following:

- Completing the Faculty Information section of Blackboard
- Changing dates and other relevant sections that have been marked in the syllabus
- Recommendations for teaching this course in a format other than a 16-week delivery
- Materials provided for faculty in the “Instructional Materials” area of the course
- Additional specific hardware or software required in this course
- Details of the course shell (calendar, discussion questions, etc.)
- Initial Instructor/Student interactions, including a welcome announcement to students

- Provisions for proctored testing if required in this course
- Making the course available to students

HYBRID/BLENDED COURSES

If this course is taught in a hybrid/blended format, be sure to inform learners of days, times, and places where the course will meet face-to-face as well as the specific purposes of the face-to-face meetings and the uses of the online materials.

THE FIRST WEEK OF THE COURSE

- It's important to make a positive initial contact with each student that provides an overview of what is expected in the course, particularly during the first week of class. If a learning contract is used to verify student acceptance of course conditions, make sure you provide the necessary information so that students understand the contract and how to execute it.
- Encourage students to contact the Learner Support Center by e-mail at helpdesk@fccj.edu or by phone at 904.632. 3151 or 1.877.633.5950 (toll free) if they encounter problems with the technical functioning of the course

DURING THE COURSE

Be sure to provide a list of the steps specific to implementing this online course. Areas to address include the following:

- When discussion questions and quizzes are recommended for release and how they will be graded
- The need for instructors to monitor and make their presence known on the Discussion Board on a regular basis—at least every other day in order to encourage and reinforce meaningful interactivity
- Recommendations for the instructor to encourage cooperative learning during the course
- Details on each type of assessment conducted during the course. Particular emphasis will be needed if there are proctored tests as a part of this course.
- The expectation that students complete a course evaluation prior to receiving their final grade

AT THE END OF THE COURSE

Provide steps to end the course including making it unavailable at the appropriate time.

FREQUENTLY ASKED QUESTIONS

If you are developing an online course during the 2008/09 or 2009/10 academic years, copy and paste the information below into your Guidelines for Instructors. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services. You may add any additional questions and answers to this list that you consider relevant to your course.

1. What is the expected response time to course-related e-mail messages?

Faculty members are expected to respond to student e-mails within 48 hours regardless of weekends and holidays.

2. Can I change anything about the course shell, or must I teach it exactly the way it is?

This course has been designed by faculty certified in content and online pedagogy. The “Instructional Materials” folder in the Content Area of the Control Panel contains optional resources and activities. Please feel free to select any of these items to modify the course. You may also add announcements and supplementary materials. We encourage you to personalize and to add your personal creativity to the teaching of this course. However, we recommend you follow the developer’s guidelines regarding course content, overall pedagogy, and assessments.

3. This course shell is for 16 weeks; how do I adjust for a 12- or 8-week course offering?

The “Before the Course Begins” section of this document contains recommendations for ways to adjust this course from a 16-week to a 12- or 8-week course offering. You may wish to make other modifications as well. However, a 12- or 8-week course offering is a condensed timeframe with equivalent credit to a full 16-week course. Therefore content, discussions, and assessments should not be reduced. Students should expect that a greater number of hours per day will be required for course completion

4. What should I do if the Blackboard course management system is not working when I have online tests or assignments due?

Try to schedule online tests or assignments on weekdays rather than weekends to minimize the impact of technical problems. Routine maintenance and unplanned downtime for the course management systems tend to occur on weekends.

5. When students drop from this course, how do I remove them from the roster?

The ability to add or drop students from an online course roster is not available to instructors. Students will not be able to access a course after it is officially dropped through the Registrar’s office. However, they will still be shown in the course roster.

6. What learning management system is this course presented in?

This course is taught in Blackboard. You should make sure that the Blackboard shell is available to you upon login at <http://bb.fccj.edu>. If you do not see it, contact the FCCJ Learner Support Center.

7. Should I prepare the course shell in any way?

Yes. Once inside the course shell, become familiar with the organization of content and resources contained and linked within.

8. How do I open discussion questions?

Discussion forums have all been created in the Discussion Board area of the courses. Students can see the discussion questions but cannot add comments until the Instructor opens that particular forum. To do this, click the “Modify” button on the right of the forum titles. Scroll down and click the box that reads “Allow new threads.” You may also want to click the option to “Allow author to modify message after posting.”

9. Can students see my course in Blackboard?

When this course was encoded at FCCJ, Blackboard course shells were created. However, students will not see the course in Blackboard until you make it available. Demonstrations showing how to complete these steps are available at FCCJ Learning Innovations <http://li.fccj.edu/newlisite/coursewaremain.html>.

10. Where will I find faculty homepages?

Faculty Websites are found at http://www.fccj.edu/current/fac_staffweb/. Contact the Learner Support Center— helpdesk@fccj.edu or 904-632-3151 or 1-877-633-5950 (toll free)—to add your name and link to the directory.

11. What do I do if I encounter problems—or if students encounter technical problems?

If you encounter problems with the course content or technical functioning of the course shell, or if students encounter technical problems, the answer is the same—contact the Learner Support Center—helpdesk@fccj.edu or 904-632-3151 or 1-877-633-5950 (toll free).

12. What do I do when the course is over?

When the course is completed and students have received their grades, make the course “unavailable.” To do this, go to the Control Panel in Blackboard; in the Course Options area click on Settings, then click Course Availability “Make course available—No.”

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

GUIDELINES FOR INSTRUCTORS

Revised: 01/16/09

(EXAMPLE)

PSY 1012 General Psychology 3 Credit Hours

The purpose of this document is to provide a means for the course developers to communicate their pedagogical, technological, and organizational intentions to others who will teach this course as it has been designed.

BEFORE THE COURSE BEGINS

A considerable amount of time is required to teach any course and often occurs before the course begins. The following are some of the steps in preparation for the first day of class.

In addition to this Guidelines for Instructors document, the course Syllabus and Student Orientation contain specific, unduplicated information that is very important in initial preparation to teach this course. Read all three documents before proceeding further.

Examine and Prepare the Course Shell

Once inside the course shell, become familiar with the organization of content and resources contained and linked within:

- Add or update your information in the course shell (under the Faculty Information Section of Blackboard).
- Some items in the Syllabus will need to be modified to reflect your contact information and specific details of this section of General Psychology. You will need to download and modify these documents. Delete the old versions and upload the new versions in their place.
- This course is designed for a full 16-week term. If your section is being offered in either a 12-week or 8-week format, some components of the course should be modified.
 - In a 12-week format, it will be necessary to combine some weeks found in the 16-week calendar. The following combination of weeks is recommended: (1), (2), (3), (4& 5), (6), (7 & 8), (9), (10), (11), (12 & 13), (14 & 15), (16).

- In an 8-week format, the following combination of weeks is recommended: (1 & 2), (3, 4, and 5), (6 & 7), (8 & 9), (10 & 11), (12 & 13), (14 & 15), (16).
 - If this course is offered in a time-shortened term, the offering should not result in a reduction in the information covered, the number of discussions, nor project work. The grading method should also remain unchanged in a time-shortened offering of this course.
- Discussion questions have been provided for each chapter of the course; these are available in the course shell Discussion Board. In addition, alternate questions for each chapter are available (these are located in the Instructor Materials section of Blackboard). Choose from among the alternates or use those designated initially for the chapters. Use the Blackboard discussion function to post the questions and to set the options available for making the questions available to students. You may make them all available at one time, or you may choose to release them week by week. Also available for your use is a discussion question grading rubric.
 - You will need to develop team names and create group discussion boards for these teams
 - Check all links to external Websites to ensure they are still operational
 - If you're using Blackboard, decide whether you intend to use e-mail or messages and advise students of your choice in your initial announcement
 - Create a positive welcome announcement that students will see as soon as the course is made available. Be sure and mention your choice of e-mail or messages, that a Cyber Café is available for student discussions which are not monitored by the instructor, and that this is a good place for students to find team members. Also mention that there is a place for students to post questions for the instructor on the Discussion Board.
 - Make the course available to students

HYBRID/BLENDED COURSES

If you are teaching this as a hybrid/blended course, please note the following guidelines (**note that these are guidelines; you may establish your own**):

1. You will need to hold a one-hour orientation session in a campus classroom or lab during the first week of the course. All students enrolled in this section of the course must attend the orientation session.

2. You will need to hold a one-hour session in a campus classroom each week the class is in session. Sessions should be oriented around advancing interactive learning among students and between students and the instructor. Sessions should include debates, role playing, and continuation of interactive discussions of questions initially discussed on the Discussion Board, as well as general question/discussion sessions. The sessions should be designed to improve student success and are required for student attendance.

3. All other course-related activities are to be conducted online.

THE FIRST WEEK OF THE COURSE

You should post an initial announcement as noted above; you may also wish to send each participant a personal message welcoming her/him to the class. This first message should require a response which will begin encouraging interaction and will provide a way for you to monitor who has successfully accessed the system.

- You can begin encouraging interaction by having students become familiar with the content of the Syllabus; ask them to respond by e-mail indicating their acceptance of the terms outlined for the course in the Syllabus.

In this way, learners will verify their understanding and acceptance of course conditions and at the same time indicate their presence in the class, all of which are required of all learners during the first week. A reminder announcement should be posted and individual e-mails may be required.

Learners are also required to post a brief biographic statement. You should recommend that they include a picture to help develop a community of learners. A reminder announcement should be posted, and individual e-mails may be required.

DURING THE COURSE

- The course depends on a high degree of interactivity between students and between students and instructors. Praise and encouragement are typically needed not only to get interactivity off to a strong start but also throughout the course. **It is recommended that you read and respond to student posts on the Discussion Board at least every other day—preferably daily.** It's important that students know of your presence and support.
- Students must also learn the discipline required to work online and to complete the assignments as specified in the syllabus, as well as to “show up” regularly for discussion forums. Since interaction among all students is critical, the entire class suffers when students don't participate. An important first step in encouraging cooperation with the reluctant student is to provide positive reinforcement. However, it may also be necessary to speak to her/him privately in person, through e-mail, or sometimes by phone when a problem is not easily resolved.

- A team project is an important part of this course. Information about a paper and APA format has been provided to students in the shell (under Course Information in Blackboard). Students will need encouragement to choose their teammates and to select a Team Leader. This endeavor will require additional praise and encouragement from the instructor early in the term. Some learners are often predisposed to work independently. They will need to understand how this team project relates to intended learning outcomes and how it helps them acquire the teamwork skills needed in the modern work place.

Assessments

There is a quiz covering material for each chapter. The items for each quiz are randomly drawn from large databases. Learners may retake each quiz as many times as they choose without penalty. The goal is for each student to achieve mastery of the course content. Mastery is interpreted as 90% or above on the assessments. Points will be assigned according to the achieved success rate. For example, if a student passes 20 of the items, s/he will receive a point score of 20. **However, to encourage students to reach mastery, if the student achieves a score of 22 or above (22=mastery at the 90% level), s/he should be credited for a point score of 25. This is not done automatically. You will have to monitor and change these scores as needed. It is recommended that this be done at least once or twice a week.** These quizzes have a time limit of one hour.

You will need to decide whether or not to make all of the quizzes available initially or to open one quiz at a time, perhaps week by week, in line with your opening of the discussion questions.

In addition to the quiz assessments, term grades are based on discussion forum participation and a team paper.

Student Evaluations

At the end of this course, students are expected to complete a course evaluation prior to receiving their final grade. The student evaluation includes questions related to content organization, ease of navigation, technological support, flexibility of communication approaches, degree of instructor and peer interaction, and clarity of classroom expectations. Student feedback is highly valued and used to support continuous quality improvement efforts. Student confidentiality and anonymity are guaranteed. Notice of student evaluation availability will be sent to instructors prior to the end of the term. Instructors are asked to post an announcement about student evaluations and access procedures.

AT THE END OF THE COURSE

When the course is completed and students have received their grades, make the course “unavailable.”

FREQUENTLY ASKED QUESTIONS

1. *What is the expected response time to course related e-mail messages?*

Faculty members are expected to respond to student e-mails within 48 hours regardless of weekends and holidays.

2. *Can I change anything about the course shell, or must I teach it exactly the way it is?*

This course has been designed by faculty certified in content and online pedagogy. The “Instructional Materials” folder in the Content Area of the Control Panel contains optional resources and activities. Please feel free to select any of these items to modify the course. You may also add announcements and supplementary materials. We encourage you to personalize and to add your personal creativity to the teaching of this course. However, we recommend you follow the developer’s guidelines regarding course content, overall pedagogy, and assessments.

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4. *What should I do if the Blackboard course management system is not working when I have online tests or assignments due?*

Try to schedule online tests or assignments on weekdays rather than weekends to minimize the impact of technical problems. Routine maintenance and unplanned downtime for the course management systems tend to occur on weekends.

5. *When students drop from this course, how do I remove them from the roster?*

The ability to add or drop students from an online course roster is not available to instructors. Students will not be able to access a course after it is officially dropped through the Registrar’s office. However they will still be shown in the course roster.

6. *What learning management system is this course presented in?*

This course is taught in Blackboard. You should make sure that the Blackboard shell is available to you upon login at <http://bb.fccj.edu>. If you do not see it, contact the FCCJ Learner Support Center.

7. *Should I prepare the course shell in any way?*

Yes. Once inside the course shell, become familiar with the organization of content and resources contained and linked within.

8. *How do I open discussion questions?*

Discussion forums have all been created in the Discussion Board area of the courses. Students can see the discussion questions but cannot add comments until the Instructor opens that particular forum. To do this, click the “Modify” button on the right of the forum titles. Scroll

down and click the box that reads “Allow new threads.” You may also want to click the option to “Allow author to modify message after posting.”

9. Can students see my course in Blackboard?

When this course was encoded at FCCJ, Blackboard course shells were created. However, students will not see the course in Blackboard until you make it available. Demonstrations showing how to complete these steps are available at FCCJ Learning Innovations <http://li.fccj.edu/newlisite/coursewaremain.html>.

10. Where will I find faculty homepages?

Faculty Websites are found at http://www.fccj.edu/current/fac_staffweb/. Contact the Learner Support Center— helpdesk@fccj.edu or 904-632-3151 or 1-877-633-5950 (toll free)—to add your name and link to the directory.

11. What do I do if I encounter problems—or if students encounter technical problems?

If you encounter problems with the course content or technical functioning of the course shell, or if students encounter technical problems, the answer is the same—contact the Learner Support Center—helpdesk@fccj.edu or 904-632-3151 or 1-877-633-5950 (toll free).

12. What do I do when the course is over?

When the course is completed and students have received their grades, make the course “unavailable.” To do this, go to the Control Panel in Blackboard; in the Course Options area click on Settings, then click Course Availability “Make course available--No.”

APPENDIX A3: STUDENT ORIENTATION EXAMPLE

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

STUDENT ORIENTATION

Revised: 01/16/09

(EXAMPLE)

PSY 1012

General Psychology

3 Credit Hours

If you are developing an online course during the 2008/09 or 2009/10 academic years, use this entire document as your Student Orientation. If you are developing the course in a later year, obtain the latest revision of these Guidelines from the Office of Organizational Learning Services.

This document provides key points of information that can help you succeed in an online or hybrid/blended course. It is recommended that you print and thoroughly review this information during the first week of class. Refer to this document and your course Syllabus often during your class.

The first section, **General Information**, offers suggestions on what you should do before and during the course to ensure readiness and to help you keep up during the course. The second section, **Study Skills and Survival Tips for Taking an Online or Hybrid/Blended Courses**, provides useful ideas from successful students. The third section, **Discussion Board and E-mail Etiquette/Netiquette**, lists guidelines for appropriate online and electronic communications. The fourth section, **Tips for Taking Tests in Blackboard**, identifies tips to minimize and prevent technical problems when taking online tests and quizzes.

GENERAL INFORMATION

What to Do First

1. Write down your course information. As soon as you register for an online or hybrid/blended class, you should either write down the course and instructor's name and the reference number, or print out your class schedule. You will need this information for ordering books and asking questions about the course
2. Obtain your textbook and related material. Order your textbook and related course materials as soon as possible after enrolling in an online or hybrid/blended course. Visit your nearest campus bookstore or order online via Artemis or eFollett (<http://www.efollett.com>). Be sure to order using your course and instructor's name and the six-digit reference number. Some courses,

particularly math and science, may require a text plus additional software or a publisher Web access code. If purchasing a used text, be sure to check on and obtain the required book, software and/or access code. If using financial aid to purchase your books and materials, be sure to check the voucher expiration date. Should your text be out of stock, ask the bookstore staff to obtain one from another store and request an anticipated availability date. Inform your instructor if the required book and materials are out of stock past the first few days of class.

3. Set up your student e-mail account. If you do not know your FCCJ student e-mail address or have never accessed your account, do so immediately. Some instructors send class information to students before the course begins and may communicate individually with students during the class via e-mail. Follow the links in Artemis or Connections to access your student e-mail account or contact the Learner Support Center's Technical Helpdesk at (904) 632-3151 or toll free at (877) 633-5950 for assistance.

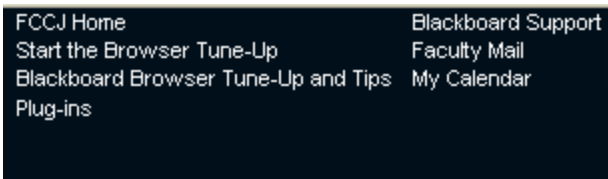
4. Ensure that your computer meets the minimum system requirements as noted in the course Syllabus. Reliable computer and Internet access is needed to successfully participate in and complete online and hybrid/blended courses. Accessing your class several times each week is recommended to ensure timely participation in class discussions, receipt of important class announcements and messages, and completion of assignments, quizzes and other course activities.

5. Maximize your learning achievement. Getting a head start and attaining academic success begins with understanding your learning strengths or your preferred approach to the intake and processing of information. Become familiar with the tools and resources available to you within and outside the online or hybrid/blended classroom.

Accessing Blackboard and Checking Computer Readiness

FCCJ uses the Blackboard Academic Suite learning management system for course materials and activities delivered and completed online. Access to your course in Blackboard is generally available the first day of class. If you enroll after classes have started, access may be delayed 24-48 hours due to system rollovers and enrollment processing. You can access Blackboard via the link in Artemis or directly through your Web browser (Internet Explorer, Firefox, Netscape, etc.) at <http://bb7.fccj.edu>.

It is a good idea to access Blackboard before your classes start to ensure that your computer has all the necessary software and plug-ins to use the system and course features. Log in to Blackboard and look at the links in the upper right corner of your screen. It should look similar to this:



Click each of the links and follow the screen prompts to complete the browser tune-up and download the required and recommended free browser plug-ins. You may want to do this often

to ensure that you have the most current versions of each viewer, player, and reader. Be sure to review the general and troubleshooting tips provided, and don't hesitate to contact the Technical Helpdesk at (904) 632-3151 or TF at (877) 633-5950 as questions or problems arise.

When Your Class Begins

On the first day of class, log in to Blackboard and access your class. If you have not done so already, print out your course Syllabus and this Orientation. Be sure you read and understand everything on the syllabus. Contact your instructor by e-mail or as indicated in the Syllabus if you have any questions or need clarification on some items. If enrolled in a hybrid/blended course, be sure to check for the days that your class meets on campus and what course activities are completed in each format.

Read all posted course announcements and become familiar with the Course Menu in the upper left corner of your screen. Click all the buttons and review the contents of each folder. The Syllabus usually contains a calendar of course activities. Review this calendar on your printed Syllabus and then locate items and activities in the Blackboard course folders.

Attendance

The first week of class is very important. Not only do you want to get a head start on your coursework, but you also need to demonstrate that you are "attending" the course. Simply logging in to your course in Blackboard does not count as attendance. Usually, instructors assign activities that you complete during the first week to show that you are attending class. If you do not complete these assignments, your instructor is required to drop you for non-attendance. If you are dropped for non-attendance, it will be as if you never registered for the class, and your tuition will be reimbursed according to College policy. A drop for non-attendance may affect your financial aid. Be sure to contact your instructor if you believe you were dropped in error.

Attendance in fully online classes is generally monitored via timely participation in class discussions and completion of assignments, quizzes, and tests within posted deadlines. Attendance in hybrid/blended courses is monitored via campus and online participation. If you stop attending class or fall too far behind, your instructor may assign a grade of FN, or a Failure for Non-Attendance. An FN grade is just like an F, but it may affect your financial aid as well as your grade point average.

Contact your instructor if anything comes up that keeps you from attending class. It is often best to let your instructor know ahead of time, but it is understood that some things cannot be planned. Be sure to let your instructor know of your situation as soon as possible. In many instances, instructors may be able to work with students to help them successfully complete their coursework.

STUDENT SUPPORT SERVICES

The Learner Support Center (LSC)

The LSC is a centralized student support facility that offers technical assistance and College information and advising services. The center is manned for over 80 hours each week and can be reached by various communication methods.

If you have any problems with Blackboard, viewing online content, e-mail or Artemis, contact the LSC Technical Helpdesk. Please remember that answers to questions about your course materials, tests, quizzes, or assignments can only be provided by your instructor.

Contact the LSC advisors if you need information about College programs, course prerequisites, enrollment processes, registration holds, and residency requirements. Contact LSC Advisers at 904-646-2300 or toll free at 1-877-633-5950

The LSC's Website is located at <http://www.distancelearning.org/learnersupport/index.html> and its operating hours are as follows.

Monday-Thursday	7:00 a.m. – 9:00 p.m. ET
Friday	7:00 a.m. - 5:00 p.m. ET
Saturday	1:00 p.m. - 9:00 p.m. ET
Sunday	1:00 p.m. - 9:00 p.m. ET (Info & Student Services) 1:00 p.m. – Midnight ET (Technical Helpdesk)

Contact information for the LSC is as follows.

Technical Helpdesk	(904) 632-3151
Information & Student Services	(904) 646-2300
Toll-Free Voice	1-877-633-5950
Fax	(904) 633-5955
Toll-Free Fax	1-888-873-1145
E-mail:	helpdesk@fccj.edu advisor@fccj.edu info@fccj.edu

FCCJ Online Library

The college library has a large collection of online research materials available to all students. You can access the electronic library at anytime by going to <http://www.fccj.edu/library/>. Begin by reviewing the Electronic Resources Frequently Asked Questions and contact an FCCJ library staff member (<http://www.fccj.edu/library/hours.htm>) for assistance on becoming a registered borrower.

COURSE EVALUATIONS

Students are afforded the opportunity to complete course evaluations for their online and hybrid/blended courses in the same way as in the campus-based classes. The course evaluation includes questions related to content organization, ease of navigation, technological support, flexibility of communication approaches, clarity of expectations, and degree of instructor and peer interaction. Student feedback is highly valued and needed to ensure the highest quality and satisfaction with the learning experience. Student confidentiality and anonymity are guaranteed.

Evaluations are available toward the end of the term and are completed online via the Student Evaluation link in Artemis. Generally, instructors post announcements when the course evaluation link is available for student feedback.

STUDY SKILLS AND SURVIVAL TIPS FOR TAKING ONLINE OR HYBRID/BLENDED COURSES

Here is a list of suggestions made by students who have been successful in their online and hybrid/blended classes. Review each and hopefully you will find many pertinent and helpful.

Read the syllabus the first time you visit the course. Review and print the course Syllabus and this Orientation and keep them handy every time you log in to your class. Check the course calendar the first week of class. Create a personal system for remembering important course activities and deadlines (assignment due dates, quiz due dates, etc.). Take the time to navigate around the course the first week of classes to become familiar with the location of important course items, resources, and tools (Discussion Board, e-mail, assignments, etc.).

Participate. Share ideas, information and comments with your instructor and the rest of the class and read your classmates' ideas, too. Your instructor provides information in your course, but you can get great insight from your peers, and they can learn from you, too.

Take your education seriously. Develop a support group of friends, family, and co-workers before you start out on your online or hybrid/blended learning experience. This support group will help you through those times when you will need to sit at your computer for hours at a time in the evenings and on weekends. It will help you mentally to surround yourself with people who understand, support, and respect what you are doing.

Make sure you have a space where you can study. Use your study space on a regular basis to ensure that you and your family know that this is not the space to eat, sleep, or chat. If possible, your study space should be where you can shut the door and work in peace as needed. If you share your study space with the living room, dining room, or bedroom, other needs or activities may take priority over studying.

Log in to your course as often as possible. You may become eager to see who has commented on your postings and to read feedback from your instructor and other students. You may also need to see who has posted something new that requires a response from you. If you wait too long to log in to your course, you can fall behind and may find it hard to catch up.

Take advantage of the online environment. No one can see you, so there are no stereotypes, and you don't have to be worry about rolled eyeballs or people making other non-verbal reactions to your comments. You can take all of the time you need to think about your ideas and write a response before actually posting your comments to the class. However, be sure and keep in mind that your posts should be written with the same tone and respect with which you expect fellow classmates to write their posts.

Speak up if you are having problems. Your instructor cannot read your mind, so you must be clear when needing assistance. Let you instructor know as soon as technical difficulties arise or when you don't understand course content. If you are having difficulty with the course, then it is possible that other students are having the same problem. If you post your problem on the Discussion Board, then another student may be able to help you. Later in the course, you may be able to return the favor by explaining something to a classmate in need of help. By doing this, you will not only help her/him, but you will also reinforce what you have already learned about the subject. Always let your instructor know if you will not be able to meet a deadline.

Apply what you learn. Most people learn by doing, so apply everything you learn in your class as you learn it. If you apply it, you will remember it more readily. If you can, take the skills, knowledge, and information that you acquire in your class to the workplace and put them to use. By sharing advice, information, and ideas, you are internalizing what you learn. You and your classmates can benefit from your experiences.

Remember to take full advantage of your learning experience and enjoy yourself! Learning good communication skills is just a bonus of taking any class, so take advantage of the opportunity and learn how to effectively communicate online. While you are contributing to your class, you may also find yourself making some new friends!

DISCUSSION BOARD AND E-MAIL ETIQUETTE/NETIQUETTE

In the online classroom and often in hybrid/blended classes, you communicate with your classmates and instructor in writing through the public discussion forums, e-mail, and sometimes chat sessions. "Online manners" are generally known as "netiquette."

As a general rule, you should adhere to the same classroom conduct that you would in a traditional face-to-face course. Some examples of proper netiquette follow.

- Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
- Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
- Spelling, grammar, and punctuation matter. Online and hybrid/blended courses demand the same standard of academic communication as face-to-face courses.

- Use shorthand “emoticons” on the Discussion Board only in the Cyber Café, which is generally reserved for informal discussions with other students.
- Never use profanity in any area of an online course. Transcripts of online course communications are savable.
- When responding to messages, use "Reply to All" only when you really intend to reply to all
- Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming."
- Avoid sarcasm. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your comments may be lost, and your message may thus be misinterpreted.

TIPS FOR TAKING TESTS IN BLACKBOARD

Please review the following tips prior to taking your first online quiz or test and perhaps prior to every quiz and exam.

Before Taking a Blackboard Test

- Double check your computer’s settings *before* you start to take a test. This is the most important way to prevent testing problems before they occur. See <http://www2.blackboard.com/tuneup> for information.
- Enable pop-up windows for the <http://bb.fccj.edu> site. You can do this through your browser’s Tools menu.
 - For Internet Explorer: Go to > Tools > Pop-Up Blocker > Click Pop-Up Blocker Setting > Add <http://bb.fccj.edu> > Click Add > Click Close
 - For Firefox: Go to > Tools > Options > Content > Exceptions > Add <http://bb.fccj.edu> > Click Allow > Click Close
- If your test is timed, enable your browser’s status bar (it shows up at the bottom of your page: View>Status Bar.) so that you can see the timer.
- Close all other programs running on your computer before you start a Blackboard exam. If you have multiple programs running at one time, it may cause problems.
- Take your test as soon as you are ready. Do NOT wait until the last day to take a test in Blackboard. If you have technical difficulties or lose your connection, there may not be enough time for you to resolve the issue, and you may not be permitted to complete or re-take your exam.
- Do not enter any test or exam until you are ready to take it! Once you click OK to enter a test, Blackboard counts this as an attempt at the test, even if you only look at the test and do not answer any questions. Your instructor is the only one who can clear an incomplete attempt from your record.

While You Are Taking a Blackboard Test

- Wait until the test has loaded fully before you start answering questions

- Do not resize or refresh the window during a test. Make sure to set the window size the way you want it *before* you start your assessment. Most browsers refresh the page when you resize the screen, meaning Blackboard will try to reload your exam and may bar you from taking/finishing the exam.
- Do not click anywhere *outside* the test area during an exam; for example, do not click Blackboard navigation buttons such as Announcements. Clicking outside the test area will cause Blackboard to kick you out of the test before you have completed it.
- Never click the back arrow on your Web browser while you're taking a test. Navigate using only the arrow keys within the Blackboard exam. Using the back button can kick you out of the exam before you are finished.
- Do not click the Submit, Next, or Arrow keys more than once. It may take a few moments for you to receive confirmation or move to the next question, but be patient. Clicking more than once doesn't make things happen more quickly; it actually slows down the system and causes test errors.

Saving Answers and Submitting Your Test

- For exams that show all of the questions on one page at the same time, do not save every question. Click the SAVE button after answering every three or four questions. This will automatically save the question you are working on and all of the answers above it. For example, if you click SAVE to the right of question #4, Blackboard will save the answers to questions #1, 2, 3, and 4.
- For exams that display only one question at a time, click the arrow to move to the next question and then click on OK to save the response to the question
- For exams that allow multiple attempts, remember that every time you click the OK button to re-take the exam, your previous exam will be deleted—and the questions may be different the next time around
- Remember to click on the Submit button at the end of any test. Otherwise, the test will not be recorded in the gradebook.

Dial-up Internet Connections

Taking a test is not considered to be an Internet activity for most dial-up Internet Service Providers (ISPs). After a certain amount of “inactivity,” your ISP will disconnect your session. To lower your risk of being disconnected, we recommend the following preventative measures:

- Use the scroll bar to move around in your test. DO NOT use the back button, as that can cause Blackboard to kick you out of the test

- Turn off Instant Messenger, e-mail notification, and/or call waiting while taking a test. These processes may interrupt your Internet connection.
- Listen to Internet radio (at a low volume, if necessary). The streaming audio from Internet radio is seen as activity. Please note that this solution will work only on a newer computer with significant RAM.
- Save your answers approximately every five minutes, using the SAVE button at the bottom of the page
- If you have ongoing connection problems or your ISP disconnects you often and you live in the Jacksonville area, you may want to consider taking your online exams at an FCCJ campus or center
- **If you're using FCCJ dial-up, remember that the connection time is just four hours.** Students are permitted to connect to the College's Internet service for a total of four hours at a time. After four hours, you will be disconnected automatically and forced to redial to connect again.

APPENDIX B: SOURCES OF EDUCATIONAL COURSE CONTENT

Overview

Educational content is available from many sources, particularly the textbooks published by the three leading textbook publishers—Pearson, Cengage and McGraw-Hill. In addition to standard sources for content, however, there are also sources for learning objects. A learning object is any digital resource that can be reused to mediate learning. These digital resources are housed in a database containing either the objects themselves or metadata describing the objects. Once these digital resources are submitted and stored in a repository, educators and students can search and access them to support learning. For more information see:

Metros, S. E. and Bennet K. (2002). Learning objects in higher education. Educause Center for Applied Research (ECAR) Vol 19. Retrieved January 14, 2009 from: <http://net.educause.edu/ir/library/pdf/ERB0219.pdf>

Sources of Educational Content and Learning Objects

Connexions at Rice University is “an environment for collaboratively developing, freely sharing, and rapidly publishing scholarly content on the Web.” Although the content is intended to be modular and non-linear it also contains collections which are structured into entire books or courses. <http://cnx.org/>

Multimedia Educational Resource for Learning and Online Teaching (MERLOT) is a user-centered, searchable collection of peer reviewed and selected higher education, online learning materials, catalogued by registered members and a set of faculty development support services. MERLOT's vision is to be a premiere online community where faculty, staff, and students from around the world share their learning materials and pedagogy.

The MERLOT Repository is not only learning materials. Along with the learning materials, members have contributed assignments and comments to enhance the teaching experience of an exercise. The learning materials are categorized into 14 different material types. The materials are retrieved through 17 academic discipline communities. www.merlot.org/merlot/index.htm

Massachusetts Institute of Technology (MIT) Open Courseware Initiative is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity. It is a free publication of MIT course materials that reflects almost all the undergraduate and graduate subjects taught at MIT. The course materials include syllabi, lecture notes, assignments, and assessments. There are nearly two thousand courses listed by academic department. <http://ocw.mit.edu/OcwWeb/web/courses/courses/index.htm>

Maricopa Learning Exchange (MLX) provides users with access to over 1500 teaching and learning “packages” on various subjects. The materials are submitted by users within the Maricopa Community College network. The packages range from simple teaching materials like a spreadsheet for use in chemistry, to interactive learning objects, self contained Web-based instructional units and fully online courses. <http://www.mcli.dist.maricopa.edu/mlx/>

The SIRIUS Project develops courses that emphasize highly creative, interactive course materials based upon the latest research in learning, motivation, and technology. These instructional materials can be delivered in all modes—face-to-face, hybrid/blended, and fully online. The courses are designed to improve student retention and performance.

Completed Courses Currently Available

Strategies for Success in College, Career and Life (SLS 1103)
Elementary Algebra (MAT 0024)
College Algebra (MAC 1105)
Elementary Statistics (STA 2023)
Reading Skills (REA 0008)
Introduction to Composition (ENC 0021)
English Composition I (ENC 1101)
English Composition II (ENC 1102)
Humanities: The Foundations (HUM 2210)
Fundamentals of Speech Communication (SPC 2600)
General Psychology (PSY 1012)
Human Growth and Development (DEP 2004)
Human Relations in Business and Industry (INP 1390)
Introduction to Sociology (SYG 2000)
Life in its Biological Environment & Lab (BSC 1005 and BSC 1005L)
Introduction to Literature (LIT 2000)
US History to 1865 (AMH 2010)
Intermediate Algebra (MAT 1033)
World Religion (REL 2300)
Principles of Economics I (ECO2013)

For further information concerning using the courses or serving as a course developer, see the SIRIUS website www.sirius-education.org or contact the Office of Organizational Learning Services.

APPENDIX C: SUGGESTED READINGS AND ONLINE RESOURCES

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