Blackboard Exemplary Course Program

2011 Submission Instructions and Form

***Deadline: January 18, 2011***

Thank you for your interest in the Blackboard Exemplary Course Program (ECP). Complete this submission form following the instructions below. We look forward to reviewing your course!

Benefits of Participating in the Blackboard Exemplary Course Program

There are many benefits to participating in the Blackboard Exemplary Course Program. As a participant submitting your course for review you will:

* Reflect on your own course design through a self-evaluation of your course and gain new perspective and insights on your course
* Receive detailed feedback on your own course development on the best practices you are employing or areas in which it can be improved
* Apply lessons learned from the Exemplary Course Rubric to your own courses or those you are helping to develop
* Gain professional development experience and recognition for your accomplishments and participation in the program

All courses will be reviewed and will receive detailed feedback on their design, interaction and collaboration, assessment and learner support components.

Courses rated as Exemplary, each author (or authoring team) and the exemplary aspects of their course, will be promoted on Blackboard websites and in various promotional materials selected by Blackboard. Lessons learned and best practices from the course author (or authoring team) will be shared with the eLearning community. A representative from the award winning course teams will be invited to attend BbWorld® 2011 to share their experiences about exemplary course design with the Blackboard eLearning community. See the OFFICIAL RULES for this promotion (page 13) for more details.

How to Submit your Course for Review

1. Provide information about you and your course in the form below (page 4).
2. Self-evaluate your course using the Blackboard Exemplary Course rubric (listed in the Appendix of this document pages 15-18) and fill in the information requested in the submission form below (pages 15-20).
3. Create a back-up of your course and restore it for access on your server for use by the evaluation team (see page 2 for instructions).
4. Upload the completed Submission Form at http://www.blackboard.com/ecp.

Submitted courses are reviewed by a team of peer reviewers and the Exemplary Course Program Directors. The reviewers use a detailed rubric to evaluate each course. The results are compiled and the feedback is returned to each course submitter.

Self-Evaluation Instructions

1. Print a copy of this submission form. Having a copy of the Exemplary Course Rubric will assist you evaluate your course.
2. For each section of the Submission form below (e.g., Course Design, Learner Interaction & Collaboration, Assessment) turn to the appropriate section of the rubric to view the descriptions to help identify which rubric option (Exemplary, Accomplished, Promising, Incomplete) to select.
3. Make your selections for each item using the pull-down menus in each section.
4. Be sure to provide narrative descriptions and examples as requested.
5. List and describe three ‘stand-out’ practices from your course that you wish to draw to the reviewers’ attention for consideration as a best practices for the broader learning community.

Submission Guidelines

Members of the Blackboard user community are welcome to submit courses for the 2011 Blackboard Exemplary Course Program. Courses being submitted must be in one of the following Blackboard Learning Systems™:

* Blackboard Learn™ – Enterprise License
* Blackboard Learn ™ – Vista Enterprise License[[1]](#footnote-1)
* Blackboard Learn ™ – CE Enterprise License[[2]](#footnote-2)
* Blackboard Learn ™ – Basic License
* Blackboard Learn ™ – CE Basic License[[3]](#footnote-3)
* Blackboard Learn ™ – ANGEL Edition[[4]](#footnote-4)

If there is no evidence of interaction, using such tools as discussion, chat, email, blogs, wikis, or podcasts, video, synchronous or asynchronous collaboration the course will not be considered for review.

The reviewers will need online access to a copy of the course so they can evaluate it. The reviewers will need designer or course builder access to the archived course instance until at least July 31, 2011. Courses submitted for review must have ended by the submission deadline. **Please do not provide us access to courses in which students are currently enrolled.** If student privacy is an issue, or you have questions about providing online access of the course to reviewers please contact us at [ecp@blackboard.com](mailto:ecp@blackboard.com) to discuss possible alternatives.

Submission Instructions

The Submission Form consists of 3 sections:

1. Information about You and Your Course
2. Self evaluation of the Course Design, Interaction and Collaboration, Assessment and Learner Support of your course
3. Course Access and Permission Information

For each of the elements in Section 2, criteria statements and a space for narrative information are provided. For each Criterion Section, select from the drop down list the choice that best applies to your course.

In the Applicant’s Narrative field in each section, please provide a clear, succinct explanation of how you think your course meets the criteria in each section as well as examples of exemplary components. Your explanations are very important to the course evaluators, as they will be visiting your course to examine and verify the information you have provided.

A sample completed submission is available here:

http://kb.blackboard.com/display/EXEMPLARY/2010+Exemplary+Course+Program+Documents

Please fill out this form completely. When you have completed the Submission Form, save it using the following example,

Submitter’s name = Jill McMaster

Short name of course = Geog 101

File name = **McMaster\_Geog101.doc**

The completed form should be uploaded through the Blackboard Exemplary Course Program website (<http://www.blackboard.com/ecp>) no later than **January 18, 2011**.

All supplementary materials should be converted to electronic form (e.g., PDF, Flash, Powerpoint, or a screencast movie made with Camtasia, Jing, or a similar tool) and attached through the submission web page. We will not accept hard copies of supplementary material.

All submissions will be acknowledged by email within three business days of receipt of the submission form. If you have any questions about the submission process, please e-mail ecp@blackboard.com.

Blackboard Exemplary Course Program

Submission Form

***Deadline: January 18, 2011***

Information about You and Your Course

|  |  |
| --- | --- |
| Submission Information | |
| Submitter Name |  |
| Title/Rank | Assistant Professor |
| Institution | King Saud University |
| Department | Medical Education |
| Email Address | monaslmn@yahoo.com |
| Daytime Telephone | 966505468581 |
| Instructor Name (instructor(s) who taught the course) if different from above |  |
| Title/Rank | Dr |
| Institution/Organization | King Saud University Medical College |
| Department | Medical Education |
| Email Address | monaslmn@yahoo.com |
| Daytime Telephone | 966505468581 |
| Names, Titles and email addresses of instructional designers or others who significantly contributed to the development of this course (add more lines as needed). |  |

|  |  |
| --- | --- |
| Course Information | |
| Course Title | Cardiovascular block |
| Course Number | Cardio113 |
| Language of Instruction | English |
| Number of semester/quarter hour credits | 7 |
| Which version of Blackboard Learn was used to deliver this course? Check one. | Blackboard Learning System™ – Enterprise License  Blackboard Learning System™ – Vista Enterprise License  Blackboard Learning System™ – CE Enterprise License  Blackboard Learning System™ – Basic License  Blackboard Learning System™ – CE Basic License  Blackboard Learning System™ – ANGEL Edition |
| The environment for this course can best be described as blended or totally online (choose one). | Blended (a combination of face-to-face and online)  Totally online (a fully online course with no face-to-face component) |
| Student Target level (check all that apply) | K-12  Undergraduate:  1st year 2nd year 3rd year 4th year  Diploma/2 year Degree or Similar\*  Certificate Graduate Level  Professional Development   Other  \*e.g., Further Education, Vocational Technical Schools, or Community Colleges |
| Number of terms this course has been offered in its present configuration. | 1 |
| Number of students who were enrolled in the course you are submitting for review. | 272 |
| In order to acknowledge commercially produced content, please indicate where in the course this content may be found (e.g., Course Cartridges, e-packs, or publisher-supported material. Please provide the name of the publisher and the title of the Course Cartridge or e-pack.). |  |

Self Evaluation: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, and instructional strategies.

Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

**Goals and Objectives** **Rating:**

* Goals and objectives are easily located within the course
* Course goals and objectives are explained clearly
* Objectives reflect desired learning outcomes
* Objectives are provided for specific units/modules of the course

**Content Presentation** **Rating:**

* Content is provided in manageable segments
* Content is easily navigated; progression within units/modules is intuitive or obvious
* Content is presented using a variety of media (e.g., text, visual, audio) as appropriate to the audience, learning goals, and subject
* Supplementary content materials are provided or suggested for further study

**Learner Engagement** **Rating:**

* Instructional strategies are designed to help students reach course goals and objectives
* Learners are provided clear guidance on how to use course content to achieve stated learning outcomes
* Learning activities encourage higher order thinking (problem solving, analysis, critical reflection, etc.)
* There is evidence of individualized learning experiences (e.g., remedial or advanced activities) are provided as needed

**Technology Use** **Rating:**

* Tools available within the CMS are used in ways that further student learning
* Arrangement of tools facilitates efficient learning experiences
* Innovative uses of tools or technologies enable students to learn in a variety of ways

***Applicant’s narrative:*** *How does the design of this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the course design components you feel are exemplary. Be sure to include within your narrative evidence of exemplary course design. This evidence can be up to five (5) locations within your course. As needed please provide screen shots or other artifacts to illustrate exemplary course design which are not otherwise accessible by the reviewer.*

*If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the other learning activities in the course.*

• Goals and Objectives of the cardiovascular block are:

o located in the information section

o Explained clearly

o Reflect desired learning outcomes

o Objectives are provided in further details for every single lecture which is included in the student guide attached in the information area

• Content presentation are:

o Provided inn manageable segments. Since the course is 6 weeks long, the contents of each week is presented as a list which includes the different learning modules including lectures, practical and small group discussion cases

o The content of each week is then attached as a supplementary file linked to each week

o Contents are easily navigated

• Learning Engagement:

o Instructional strategies including:

 Small group discussion

 Lectures

 Student-led seminars

 Practical classes.

 Clinical skills

 Independent learning

 Writing an essay or mini thesis.

o Instructional strategies are designed to help student reach the goals and objectives of the course

o Learners are provided with clear instruction regarding:

 Schedule of course, which is attached as a supplementary file in the information area

 Resource persons and detailed contacts, which are displayed in the information area

 Instructions on small group discussion sessions; what is expected from students, evaluation methods during the sessions , the location of the rooms and names of tutors

o Learning resources are provide clearly in the information section, and are available in the college library

o Learning activities encourage higher order thinking , including:

 problem solving, analysis and reflection

• . Students are given a one problem each week in the small group discussion sessions, which runs along with the theme of each week. A list of problems are provided in the content section. The students are given the problem on the same day.

• Students are involved in on hand learning skills in the laboratory sessions in which they will do, analyse and reflect on practicals related to the topic covered during the week.

o Advanced interactive lectures are given to cover the important areas that are needed during the problem of the week

• Technology Use:

Different technology are used within the course that enhances the student learning; including:

o fully equipped lecture halls and small group discussion rooms with the updated technologies.

o laboratories that are equipped with the latest technologies using computers and up to date learning softwares that help students learn new skills , collect data, analyze and reflect on their findings.

o state of art skills lab that is equipped with the manikins to perform different skills; including general cardiovascular examination, blood pressure measurements and ECG.

o Different teaching videos are also presented to students during the practical sessions that includes many demonstrations.

**Narrative and Example Course Locations:**

The Goals and Objectives of the Cardiovascular Block:

By the end of the block, the students should be able to:

• Understand the relationship between the structures of the different components of the cardiovascular system and their functions

• Explain the series of events which constitute the cardiac cycle.

• Outline the key elements of clinical history taking and examination

• Explain the mechanisms that aid the return of the blood to the heart and the relationship of these mechanisms to the cardiac output

• Explain the origin of the various elements of the ECG record and enumerate the basic normal values

• Describe the characteristics of blood flow in large blood vessels

• Outline the key elements of clinical history taking and examination

• Explain the mechanisms that aid the return of the blood to the heart and the relationship of these mechanisms to the cardiac output

• Explain the origin of the various elements of the ECG record and enumerate the basic normal values

• Describe the characteristics of blood flow in large blood vessels

• Identify cardiac output and peripheral resistance as the major variables determining the arterial blood pressure

• Describe the major classes of drugs treating hypertension

Content Presentation:

Week 1:

Theme “Normal Heart and Arrhythmias”

Lectures

1. Introduction to cardiovascular block

2. Anatomy of the heart (Anatomy)

3. Structure of the cardiac muscle (Histology)

4. Contractile mechanism in cardiac muscle (Physiology)

5. Cardiac electrical activity (Physiology)

6. The Electrocardiogram (Physiology)

7. Arrhythmias (Physiology)

8. Antiarrhythmic drugs 1 (Pharmacology)

9. Antiarrhythmic drugs 2 (Pharmacology)

Practicals

1. Anatomy of the heart (Anatomy)

2. Histology of the cardiac muscle (Histology)

3. The electrocardiogram (Physiology)

Week 2:

Theme “Cardiac Cycle and valve disease”

Lectures

1. The Cardiac Cycle 1 (Physiology)

2. The Cardiac Cycle 2 (Physiology)

3. Heart sounds and murmurs (Physiology)

4. Pathology of rheumatic fever, endocarditis and heart valves (Pathology)

5. Infective endocarditis (Microbiology)

6. Rheumatic heart disease (Immunology)

7. Microbiology of myocarditis and pericarditis (Microbiology)

Practicals

1. Heart sounds (Physiology)

Week 3:

Theme “The Heart as a Pump and heart failure”

Lectures

1. Venous return and cardiac output (Physiology)

2. Stroke volume(Physiology)

3. Regulation of stroke volume (preload, contractility and afterload) and heart failure (Physiology)

4. Drug therapy for heart failure 1 (Pharmacology)

5. Drug therapy for heart failure 2 (Pharmacology)

6. Lactic acidosis (Biochemistry)

Practicals

1. The recording of Jugular venous and carotid arterial pressures (Physiology)

2. History taking for cardiac disease and clinical examination of the cardiovascular system

Week 4:

Theme “Atherosclerosis and Myocardial Infarction “

Lectures

1. Anatomy of the arterial supply and venous drainage of the heart (Anatomy)

2. Coronary circulation (Physiology)

3. Risk factors and pathogenesis of atherosclerosis (Pathology)

4. Pathology and pathogenesis of ischemic heart diseases(Pathology)

5. Cholesterol metabolism (Biochemistry)

6. Lipoprotein metabolism (Biochemistry)

7. Lipoprotein and Atherosclerosis (Biochemistry)

8. Biochemical markers of myocardial infarction (Biochemistry)

9. Thrombolytic therapy (Pharmacology)

10. Antianginal drugs 1 (Pharmacology)

11. Antianginal drugs 2 (Pharmacology)

Practicals

1. Pathology of cardiovascular disease 1 (Pathology)

Week 5:

Theme “Normal Blood Pressure and Hypertention”

Lectures

1. Arterial blood pressure (Physiology)

2. Regulation of blood pressure (Physiology)

3. Shock (Physiology)

4. Pathology and pathogenesis of hypertension (Pathology)

5. Treatment of hypertension 1 (Pharmacology)

6. Treatment of hypertension 2 (Pharmacology)

7. Oxidative stress (Biochemistry)

8. Drugs for hyperlipidemia 1 (Pharmacology)

9. Drugs for hyperlipidemia 2 (Pharmacology)

Practicals

1. Measurement of arterial blood pressure (Physiology)

2. Pathology of cardiovascular disease 2 (Pathology)

Week 6:

Theme “Large Blood Vessels”

Lectures

1. Anatomy of large blood vessels- arteries (Anatomy)

2. Anatomy of large blood vessels- veins (Anatomy)

3. Histology of the blood vessels (Histology)

4. Capillary circulation (Physiology)

5. Pathology of thromboembolism (Pathology)

6. Pathology of vasculitis (Pathology)

Practicals

1. Anatomy and histology of the major arteries and veins (Anatomy & Histology)

Instructions for small group sessions:

The cases listed above will be discussed by students in their small groups. Each group is about 8 to 12 students. Each case will be discussed in two tutorials, on Sunday and Wednesday. Each tutorial is two hours long.

Attendance of Small Group Learning tutorials:

Students must attend all small group learning tutorials. If a student is not well, he/she needs to provide a medical certificate from their family doctor. If a student misses out to attend four tutorials, he/she might not be allowed to attend the final examination (Dr Sami /Dr Hamza to add re the college regulations).

Students Roles in Small Group Learning Tutorials:

The design of the curriculum encourages small group discussion and student-centered learning. To achieve these goals there is a need for establishing good group dynamics, interpersonal skills, and effective communication. These elements will ensure that learning is an enjoyable process and rewarding to each member in the group. Therefore, students play a vital role in making a difference in their groups. To achieve these changes and improve your learning outcomes, We recommend that you use the paper by Professor Samy Azer, titled “Becoming a Student in a PBL Tutorial”, a copy is enclosed in the Appendix. Your continuous reflection on these tips and working on identifying your role in your group will help you in reaching these goals and building up your group.

Self Evaluation: Interaction & Collaboration

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment.   
  
Interaction denotes communication between and among learners and instructors, synchronously or asynchronously.  Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result.  This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

***Please note:*** *If there is no evidence of interaction, using such tools as discussion, chat, email, blogs, wikis, or podcasts, the course will not be considered for review, unless this is a blended course and evidence is provided that interactions occur in the face-to-face environment (see Applicant’s Narrative section below). To protect student information, you may copy several examples (at least six) of student interaction, hide student identity, and re-post as course content with a heading “ECP Interaction Examples.”*

Communication Strategies Rating:

* Both asynchronous (discussions, blogs, wikis, etc.) and synchronous (chat, videoconferencing, virtual classroom, etc.) activities are available as appropriate
* Asynchronous communication activities provide students with opportunities for reflection, problem-solving, and/or other higher order thinking
* Synchronous communication activities benefit from the real-time presence of instructor and/or peers allowing for interactions of a ‘rapid response’ nature regarding content

**Development of a Learning Community** **Rating:**

* Communication activities are used to further student learning and/or build a sense of community among learners
* Collaborative activities, if included, are designed not only to help students learn course content but to practice/improve upon their skills working on a team
* Student-to-student interaction is encouraged and/or required
* Student-to-instructor interaction is encouraged and/or required

**Interaction Logistics**  **Rating:**

* Levels of participation required by students are explained clearly, as are communication protocols (e.g., what constitutes a “good” versus “poor” discussion posting)
* Students are provided with a rubric or other appropriate guidelines indicating how their course participation and interaction will be assessed
* The instructor takes an active role in facilitating and moderating discussions, including providing feedback to students

***Applicant’s narrative:*** *How does interaction and collaboration within this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the interaction and collaboration components you feel are exemplary. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary interaction and/or collaboration.*

*Explain the nature and purpose of the communication tools used in the course, include evidence that the majority of the students were interacting in a meaningful way. If students are expected to interact with each other or collaborate in groups, include examples of the assignments that cause them to do so. Also ensure that a sufficient number of discussion threads/postings are included with your submission. You may compile (WebCT or ANGEL) or collect (Blackboard) to download discussion threads and then edit the file to change student names. Provide examples or discussion protocols if they are used.*

*If this is a blended learning environment, and if online interaction/collaboration is not an important element of this blended learning course, please indicate why and explain how it occurs face-to-face.*

*If this is a blended learning environment, describe why the online interaction and collaboration components of the course were chosen and how they relate to the offline components of the course.*

**Narrative and Example Course Locations:**

• Communication Strategies

o Students discussion and chat are available in the course through the small group discussion sessions and through the use of black board

o Communication within the small group sessions, practical classes and by blackboard provide students with apportunities for problem solving, reflection and higher order thinking

o Small group discussion sessions which runs twice per week allow students to communicate with real-time presence instructor

• Development of learning community

o Communication activities during small group sessions and practical classes are used to further student learning and build a sense of community among the students

o Collaborative activities, including practical classes and small group sessions are designed to help students learn course content as well as to practice and improve their skills working on team, which are included in their evaluation

o Student to student interaction is required in sessions and practical classes and students know that it is part of their evaluation

o Student to instructor interaction is required in sessions and practical classes and students know that it is part of their evaluation

• Interaction Logistics

o Levels of participation required by students are explained clearly in the student evaluation form which is in the student guide, which constitute meet requirement or need improvement

o Students are provided with the evaluation form for their small group sessions in the student guide that is in the information section

o The instructors take active role in facilitating and moderating discussion. All instructors are required to attend 2 days course on “How to become a small group facilitator” before the beginning of the course. Instructors are evaluated by students on their performance during classes

Examples in the course

List of small group discussion cases(content section)

Week 1:

Case Title: A 35 year-old teacher, married with 3 children with rapid increase of her heart beats.

W2 (Sunday & Wednesday):

A 12 years old male with chest pain and shortness of breath.

W3 (Sunday & Wednesday)

Case 3: A 53 years old male with fatigue and swelling of both lower limbs.

W4:

Case 4 A 54 years old male with crushing pain and sweating

W5 (Sunday & Wednesday)

Case 5: A 50 years old pregnant with high blood pressure.

TUTOR ASSESSMENT OF STUDENT

SCHOOL YEAR 2010-2011(student guide in information)

PERFORMANCE CRITERIA

1. Preparation

a. Familiar with the content of basic references

b. Illustrate concepts with specific examples.

c. Identifies when help is needed.

d. Gets beyond the basic texts.

e. Integrates knowledge across organization levels.

f. Generally well prepared.

2. Participation

a. Contributes actively, regularly and substantially to the learning group.

b. Draws diagrams, flowcharts and tables to explain, explore and summarize.

c. Demonstrate and improves skills in the small group teaching process.

d. Uses evidences.

e. Facilitates participations of others.

f. Engages in (and initiates) assessment, goal-setting and monitoring for self and the group.

g. Critically assesses and challenges others’ concepts and ideas in a logical and constructive way.

h. Makes links with prior relevant reading.

3. Professional Behavior

a. The student comes on time, and doesn’t arrive late or leave early.

b. Consistently demonstrates kindness, caring, acceptance of responsibility, honesty and fairness.

c. Attend to good functioning of the group.

d. Explains and discusses using terminology

e. Knowledgeable about, and demonstrates the application of ethical principles.

f. Accurately identifies areas personal strength and weakness.

g. Demonstrates self awareness and discloses feelings and values.

h. Gives and receives feedback with skill and useful outcomes

i. Absence with excuse or absence without excuse.

TOTAL

Global Rating: Meet the requirements Requires improvement

Self Evaluation: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

**Expectations:**  **Rating:**

* Assignments and assessments are aligned with stated goals and objectives
* Rubrics or descriptive criterion measures are provided to make expectations clear
* Instructions offer sufficient detail to ensure learner understanding

**Assessment Design:** **Rating:**

* Assessments are appropriate for measuring the skills and knowledge students have acquired
* Assessments require the use of higher order thinking skills (e.g., analysis, evaluation, etc.)
* Assessments are designed to predict the learner’s performance outside of the instructional environment (transfer)
* Multiple assessment opportunities are included to provide a record/baseline of performance over time
* Multiple types of assessments are provided to address learning style differences and enhance motivation

**Self-assessment:**  **Rating:**

* Multiple opportunities for self-assessment are provided
* Self-assessments provide feedback that helps students to improve

***Applicant’s narrative****: How do the assessments within this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the assessment and assignment components you feel are exemplary and include examples to support your narrative. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary assessment and assignments.*

*Provide examples of student-teacher engagement in assessment and feedback from the instructor. These could be in the form of screen shots or other artifacts such as a sample assignment rubric, the completed assignment and instructor feedback.*

*If this is a blended learning environment, describe why the online assessment components of the course were chosen and how they relate to the face-to-face components of the course.*

**Narrative and Example Course Locations:**

• Expectations

o Assignments and assessments are aligned with goals and objectives as it measure the learning outcomes

o Descriptive criterion measures are provided to make expectations clear (information section)

o Instructions offer detail to ensure learner understanding

• Assessment Design

o Assessment are appropriate for measuring the skills and knowledge students have acquired, including different ways of assessment: mcqs, OSPE, tutor evaluation, assignments.

o Assessment require higher order thinking, as all assessment are revised by the course committee which includes a member from each discipline, a member from assessment unit and clinician

o Assessment are designed to predict the learners performance outside the learning environment

o Multiple assessment modules are available and clearly described to students

o Multiple types of assessment are provided to agree learning style differences

• Self Assessment

o Multiple opportunities are available for self assessment on the black board, frequent quizzes and a midcourse exam

o Self-assessment provide feedback to students on their performance

Examples within the course:

• In order to pass the block, you must obtain a minimum final block grade of D (the grading guide attached as appendix¹), this grade is a composition from several block requirements, which can be subdivided as:

1- Attendance

2- Tutor assessment

3- Written Exams

4- OSPE (Objective Structured Practical Examination)

The final grade is a composition of the grades obtained for the specified block requirements, calculated as follows:

 Continuous Assessment (Tutor Assessment and Attendance) : 10%

 Written Examinations (MCQ) : 55%

 Mid-Block Exam 25%

 Final Block Exam 30%

 OSPE : 30 %

TOTAL : 100 %

1. Attendance :

Students are required to attend not less than 75% of all educational activities during the block. These include small group teaching, lectures, practical sessions, skills training sessions and integrated clinical sessions.

Your attendance will be recorded during all sessions. Failure to meet this requirement without a valid explanation will result in exclusion from the final examination. On the other hand, your presence will be rewarded by assigned marks.

2. Tutor Assessment in Large and Small groups (Continuous Assessment):

During each session, your individual efforts will be evaluated by your tutor. The tutors are instructed to evaluate two aspects:

a. The extent to which you demonstrate that you study and prepare yourself thoroughly between the two sessions (i.e., preparation).

b. The extent to which you actively contribute during group discussion (i.e., participation). Your grade for each session depends upon both your preparation and your participation. The grade will be on the scale from “5”, “4”, “3”, “2”, or “1”. Which have the following general descriptors:

5 = Outstanding (Excellent)

4 = Very good

3 = Good

2 = Average

1 = Poor

The block contains two sessions each week, so the maximum amount of ‘ participation points’ you are able to obtain will be from two sessions multiplied by the number of weeks. The total participation points will be recalculated according to the weight for each participation in the total assessment.

Your tutor can give you more information about the evaluation of your participation. The details of these evaluation also given in “Tutor Assessment of Student” form.

3. Written Examination:

a. Mid block exam 25% : In the form of MCQs, these are prepared mainly from sessions presented to the students in large group. This exam will consist of 50 MCQs that will assess factual knowledge.

b. Final written exam 30%: at the end of the block in form of MCQs, that are prepared mainly from sessions and presented to the students. This exam will consist of 80 MCQs that will assess factual knowledge too.

4. Objective Structured Practical Examination(OSPE ):

This contains 30% of the marks. It is a practical examination at the end of the block. The OSPE examination will consist of 15-20 OSPE stations. The purpose of the OSPE stations is to test your deeper understanding of the basic sciences. The OSPE will take place at the end of each block.

Methods of student’s formative assessment:

• Self evaluation

• Peer evaluation

• Tutor evaluation (both summative & formative)

 Log book

TUTOR ASSESSMENT OF STUDENT

SCHOOL YEAR 2010-2011

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete this form for each student in your group. Give your constructive feedback to the student at the end of the session. Please submit your form to the appropriate program staff.

Record your global (overall) rating of this student’s performance in the 2nd Small Group Session. Make this judgment with reference to the performance criteria of three skills area: Preparation, Participation Behavior. (See the details for description of each area) Please discuss your evaluation feedback with the student.

PERFORMANCE CRITERIA

1. Preparation

a. Familiar with the content of basic references

b. Illustrate concepts with specific examples.

c. Identifies when help is needed.

d. Gets beyond the basic texts.

e. Integrates knowledge across organization levels.

f. Generally well prepared.

2. Participation

a. Contributes actively, regularly and substantially to the learning group.

b. Draws diagrams, flowcharts and tables to explain, explore and summarize.

c. Demonstrate and improves skills in the small group teaching process.

d. Uses evidences.

e. Facilitates participations of others.

f. Engages in (and initiates) assessment, goal-setting and monitoring for self and the group.

g. Critically assesses and challenges others’ concepts and ideas in a logical and constructive way.

h. Makes links with prior relevant reading.

3. Professional Behavior

a. The student comes on time, and doesn’t arrive late or leave early.

b. Consistently demonstrates kindness, caring, acceptance of responsibility, honesty and fairness.

c. Attend to good functioning of the group.

d. Explains and discusses using terminology

e. Knowledgeable about, and demonstrates the application of ethical principles.

f. Accurately identifies areas personal strength and weakness.

g. Demonstrates self awareness and discloses feelings and values.

h. Gives and receives feedback with skill and useful outcomes

i. Absence with excuse or absence without excuse.

TOTAL

Global Rating: Meet the requirements Requires improvement

Self Evaluation: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services including, but not limited to:

Use the Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

**Orientation to Course and CMS:** **Rating:**

* A course orientation is available for students
* An orientation to the course management system is available for students
* Publisher produced materials and/or content/tools external to the course environment provide support for their use

**Supportive Software (Plug-ins):** **Rating:**

* Links to necessary software plug-ins and instructions for downloading, installing, and using them are provided

**Instructor Role and Information:** **Rating:**

* Contact information and/or links are provided to reach
  + the instructor
  + technical help
  + the institution’s services for course logistics (e.g., registration, payment)
  + the institution’s learning support services (e.g., library, writing center)
* The Instructor’s role and expected response times are clearly explained

**Course/Institutional Policies and Support:** **Rating:**

* Course and institutional policies are included regarding
  + Appropriate use of online resources
  + Plagiarism
  + Netiquette
  + Other “behavioral topics”, as needed

**Technical Accessibility Issues:** **Rating:**

* File formats and necessary software are explained
* Standard file formats are used
* Alternative file formats are provided where needed
* High-bandwidth content and activities are accompanied by low-bandwidth alternatives

**Accommodations for Disabilities:** **Rating:**

* Visual display elements are appropriate (e.g., colors, text sizes, white space)
* Images use alt-tags
* Audio elements provide transcripts and volume controls

**Feedback:** **Rating:**

* Students have the opportunity to provide feedback
  + About the course content
  + About the course design and operation
  + During the course
  + After the course

***Applicant’s Narrative*** *How does the learner support provided to students meet the criteria stated above? Please provide narrative of up to 500 words describing the support components you feel are exemplary. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary support.*

*If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the face to face components of the course.*

**Narrative and Example Course Locations:**

• Orientation to course

o A course orientation is available for student as a one hour introduction to the course which explains all the contents, learning modules and assessment given by an instructor at the begging of the course. Also information are available on black board in the information section

o An orientation of the course management is available for students in the information section, including staff, assessment and resources

o Publisher produced materials are available in the information and content section including contents of lectures and references for further reading

• Supportive software

• Links to software plug-ins and instructions for downloading, installing and using them are provided I the information system by giving the exact instructions to log to University web site that includes free access to several text books and journals

• Instructor role and information

o Contact information and links are provided to reach instructors, technical help

o The instructors role are clearly explained

• Course/ institutional policies and support

o Course and institutional policies are included regarding the use of online resources

• Technical accessibility issues

o Software accessibility are explained

Examples:

General information of the course

o Block Title: Cardiovascular Block

o Block Code & Number: Cardio113

o Credit Hour: 7

o Block Duration: 6 Weeks

o Block Dates: 12th of march 2011 – 30th April 2011

o Block Chairman: Dr. Mona Abdulhafeeth Soliman, Assistant Professor, Department of Physiology

Course schedule is present in the information as suplementory file

Learning modules (information)

• In an integrated curriculum like our curriculum, we use a wide range of teaching and learning strategies to ensure that learning meets the different needs of the students. These strategies include:

o Small group discussion

o Lectures

o Student-led seminars

o Practical classes.

o Clinical skills

o Independent learning

o Writing an essay or mini thesis.

Instruction for small group sessions:

• The cases listed above will be discussed by students in their small groups. Each group is about 8 to 12 students. Each case will be discussed in two tutorials, on Sunday and Wednesday. Each tutorial is two hours long.

Attendance of Small Group Learning tutorials:

Students must attend all small group learning tutorials. If a student is not well, he/she needs to provide a medical certificate from their family doctor. If a student misses out to attend four tutorials, he/she might not be allowed to attend the final examination (Dr Sami /Dr Hamza to add re the college regulations).

Students Roles in Small Group Learning Tutorials:

The design of the curriculum encourages small group discussion and student-centered learning. To achieve these goals there is a need for establishing good group dynamics, interpersonal skills, and effective communication. These elements will ensure that learning is an enjoyable process and rewarding to each member in the group. Therefore, students play a vital role in making a difference in their groups. To achieve these changes and improve your learning outcomes, We recommend that you use the paper by Professor Samy Azer, titled “Becoming a Student in a PBL Tutorial”, a copy is enclosed in the Appendix. Your continuous reflection on these tips and working on identifying your role in your group will help you in reaching these goals and building up your group.

Resource people (information)

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Dr.Fawzia,Microbiology, ofawazia@ksu.edu.sa,1546

Dr.Al-Megrin Immunology,almogren@ksu.edu.sa,2161

Dr.Rana Mohammad Walid Hasnato ,Biochemistry ,ranamomen@yahoo.com, rhasanato@ksu.edu.sa,2726

Assessment methods(information)

• In order to pass the block, you must obtain a minimum final block grade of D (the grading guide attached as appendix¹), this grade is a composition from several block requirements, which can be subdivided as:

1- Attendance

2- Tutor assessment

3- Written Exams

4- OSPE (Objective Structured Practical Examination)

The final grade is a composition of the grades obtained for the specified block requirements, calculated as follows:

 Continuous Assessment (Tutor Assessment and Attendance) : 10%

 Written Examinations (MCQ) : 55%

 Mid-Block Exam 25%

 Final Block Exam 30%

 OSPE : 30 %

TOTAL : 100 %

1. Attendance :

Students are required to attend not less than 75% of all educational activities during the block. These include small group teaching, lectures, practical sessions, skills training sessions and integrated clinical sessions.

Your attendance will be recorded during all sessions. Failure to meet this requirement without a valid explanation will result in exclusion from the final examination. On the other hand, your presence will be rewarded by assigned marks.

2. Tutor Assessment in Large and Small groups (Continuous Assessment):

During each session, your individual efforts will be evaluated by your tutor. The tutors are instructed to evaluate two aspects:

a. The extent to which you demonstrate that you study and prepare yourself thoroughly between the two sessions (i.e., preparation).

b. The extent to which you actively contribute during group discussion (i.e., participation). Your grade for each session depends upon both your preparation and your participation. The grade will be on the scale from “5”, “4”, “3”, “2”, or “1”. Which have the following general descriptors:

5 = Outstanding (Excellent)

4 = Very good

3 = Good

2 = Average

1 = Poor

The block contains two sessions each week, so the maximum amount of ‘ participation points’ you are able to obtain will be from two sessions multiplied by the number of weeks. The total participation points will be recalculated according to the weight for each participation in the total assessment.

Your tutor can give you more information about the evaluation of your participation. The details of these evaluation also given in “Tutor Assessment of Student” form.

3. Written Examination:

a. Mid block exam 25% : In the form of MCQs, these are prepared mainly from sessions presented to the students in large group. This exam will consist of 50 MCQs that will assess factual knowledge.

b. Final written exam 30%: at the end of the block in form of MCQs, that are prepared mainly from sessions and presented to the students. This exam will consist of 80 MCQs that will assess factual knowledge too.

4. Objective Structured Practical Examination(OSPE ):

This contains 30% of the marks. It is a practical examination at the end of the block. The OSPE examination will consist of 15-20 OSPE stations. The purpose of the OSPE stations is to test your deeper understanding of the basic sciences. The OSPE will take place at the end of each block.

Methods of student’s formative assessment:

• Self evaluation

• Peer evaluation

• Tutor evaluation (both summative & formative)

Learning resources (information)

•The list below comprises the key textbooks and learning resources which have been prescribed and recommended for use in the undergraduate medical course at King Saud University. It is expected that you have your own copy of prescribed textbooks and use them as one of your main resources in learning. Before making any purchases, you might carefully examine all other recommended textbooks in an area and chose the text that matches with your needs and your learning style. Although all these texts are available in the Medical Library, you might need to purchase texts that you use frequently in these years as the demand upon library texts is usually high.

Medical Dictionary

Prescribed :

Martin EA (2010). Oxford Concise Medical Dictionary. Oxford: Oxford University Press.

Recommended textbooks:

Dorland (2010). Dorland’s Pocket Medical Dictionary with CD-ROM, Twenty-eighth Edition, Elsevier, UK.

Dorland (2007). Dorland’s Illustrated Medical Dictionary with CD-ROM, Thirty-first Edition, Elsevier, UK.

Anatomy & Embryology

Prescribed textbook:

Drake RL, Vogl W and Mitchell AWM (2005). Gray’s Anatomy for Students. Philadelphia: Elsevier Churchill Livingstone.

Snell RS (2005). Clinical Anatomy for Medical Students. 7th ed. Philadelphia: Lippincott Williams & Wilkins.

Larson WJ (2001). Human Embryology. New York: Churchill Livingstone.

Recommended textbooks:

McMinn RH (2004). McMinn’s Color Atlas of Human Anatomy. Fifth Edition. Mosby Publisher, UK.

Moore KL and Dalley AF (2005). Clinically Oriented Anatomy. Philadelphia: Lippincott Williams & Wilkins.

Netter FH (2006). Atlas of Human Anatomy. 4th ed. Philadelphia: Saunders WB.

Agur AMR and Dalley AF (2005). Grant’s Atlas of Anatomy. 11th ed. Philadelphia: Lippincott Williams & Wilkins.

More KL (2002). The Developing Human. Philadelphia: Saunders WB.

Sadler TW. (2005) Langman’s Essential Medical Embryology. Philadelphia: Lippincott Williams & Wilkins.

Sadler TW. (2006) Langman’s Medical Embryology. 10th ed. Philadelphia: Lippincott Williams & Wilkins.

Histology

Prescribed textbook:

Gartner LP and Hiatt JL (2002). Color Textbook of Histology. 2nd ed. Philadelphia: Saunders WB.

Recommended textbooks:

Young B, Lowe JS, Stevens A and Heath JW (2006). Wheater’s Functional Histology. 5th ed. London: Churchill Livingstone.

Physiology

Prescribed textbook:

Rhoades R and Pflanzer R (2003). Human Physiology, 4th ed. London: Brooks/Cole.

Hall JE. Guyton and Hall Textbook of Medical Physiology (2010). Twelfth Edition. Churchill Livingstone, UK.

Recommended textbooks:

Berne RM, Levy MN, Koeppen BM and Stanton BA. (2005) Physiology. 5th ed. London: Mosby

Sherwood L. (2006). Human Physiology: From Cells to Systems. 4th ed.Brooks/Cole Pub.Co: Sydney.

Fox SI. (2008). Fundamentals of Human Physiology. 9th ed. McGraw-Hill: Boston.

Saladin KS (2009). Anatomy and Physiology. McGraw Hill Lange, USA

Barrett KE, Barman SM, Boitano S, Brooks HL (2009). Ganong’s Review of Medical Physiology. Twenty Third Edition. McGraw-Hill Publisher, UK.

Pharmacology

Prescribed textbook:

Rang HP, Dale MM, Ritter JM, Moore PK (2007). Pharmacology. Six Edition. Churchill Livingstone, Elsevier, UK.

Recommended textbooks:

Katszing BG (2008). Basic and Clinical Pharmacology. New York: McGraw Hill/Appleton & Lange.

Medical Biochemistry

Prescribed textbook:

Lieberman M, Marks AD (2008). Mark’s Basic Medical Biochemistry: A Clinical Approach. Lippincott Williams & Wilkins, New York.

Champe PC, Harvey RA, Ferrier DR (2005). Lippincott’s Illustrated Reviews Biochemistry. 3rd ed. Philadelphia: Lippincott Williams & Wilkins.

Recommended textbooks:

Murray RK, Roolwell VW, Bender D, Botham KM, Weill A, Kennelly PJ (2009). Harper’s Illustrated Biochemistry. Twenty -eighth Editions. McGraw Hill, Lange, New York.

Baynes J and Dominiczak M (2005). Medical Biochemistry. 2nd ed. London: Mosby.

Bhagavan NV (2002). Medical Biochemistry. Fourth-Edition, Elsevier, UK.

Microbiology & Parasitology

Prescribed textbook:

Goering R, DoCkrell H, Zuckerman M, Wakelin D, Riott I, Mims C (2008). Mims’ Medical Microbiology. Fourth Edition. Mosby, UK.

John DT, Petri Jr (2006). Markell and Voge’s Medical Parasitology. Ninth Edition. Elsevier, UK.

Recommended textbooks:

Greenwood D, Slack RC, Peutherer JF, Barer MR (2007). Medical Microbiology. Seventh Edition. Churchill Livingstone, UK.

Strohol WA. Lippincotts Illustrated Review Microbiology (2006). Second Edition. Lippincott Williams & Wilkins, New York.

Brooks GF, Butel JS, and Morse SA. (2004). Jawetz, Melnick, and Adelberg’s Medical Microbiology. 23rd ed. New York: McGraw-Hill Co and Lange Appleton.

Engleberg NC, DiRita V, and Dermody TS. (2007). Schaechter’s Mechanisms of Microbial Disease. 4th ed. Philadelphia: Lippincott Williams & Wilkins.

Neva FA, Brown HW. (1994). Basic Clinical Parasitology. 6th ed. Connecticut: Prentice-Hall International Inc.

Chamberlain NR (2008). Medical microbiology & immunology. McGraw Hill Lange Publisher, UK.

Levinson WE (2010). Review of Medical Microbiology and Immunology. Eleventh-Edition, McGraw-Hill Publisher, UK

Pathology

Prescribed textbook:

Kumar V and Cotran RS (2007). Robbins Basic Pathology. 8th ed. Philadelphia: Saunders WB.

Recommended textbooks:

Kumar V, Abbas AK, and Fausto N (2004). Robbins and Cotran Pathologic Basis of Disease. 7th ed. Philadelphia: Saunders WB.

Stevens A, Lowe JS, Young B (2008). Wheaters Basic Histopathology. A Colour Atlas and Text. Churchill Livingstone, Elsevier, UK.

Immunology

Prescribed textbook:

Delves PJ, Martin SJ, Burton DR, Riott IM (2006). Riott’s Essential Immunology. Eleventh Edition. Blackwell Publishing, UK.

Recommended textbooks:

Male D, Brostoff J, Roth DB, and Roitt I. (2006). Immunology. 7th ed. Edinburgh: Mosby.

PBL and Learning Skills

Prescribed textbook:

Azer SA (2006). Core Clinical Cases in Basic Biomedical Sciences. Hodder-Arnold, UK.

Azer SA (2008). Navigating Problem-Based Learning. Elsevier Australia, Australia.

Recommended textbook:

Kushner TK and Thomasma DC (2001). Dilemmas for Medical Students and Doctors in Training. Cambridge: University Press.

Academic support team (information)

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Dr. Maha Iqbal, Medical Education Department, 99168, Iqbal\_maha@hotmail.com

Dr. Saeed Abuel Makarem, Anatomy Department, 70809, saeedmakarem@hotmail.comProfessor A.M.A. Gader,Physiology Department,71044,amagder@hotmail.comDr. Sherif Saleh,Biochemistry Department,71316,sasaleh65@hotmail.comDr. Ammar Rikabi,Pathology Department,70862,ammar\_rikabi@hotmail.comProfessor Mahmoud Al Khattab,Pharmacology Department,70840,mkhattab1@ksu.edu.saProfessor Mohamed Osman Gad El Rab,Immunology Department,71844,mogad2003@yahoo.com

Supportive software

oStudents are invited to log in to the King Saud University web site at /www.ksu.edu.sa

oThen choose English Language

oClick on resources

oResources includes: http://ksu.edu.sa/deanships/library/ and http://lms.ksu.edu.sa/webapps/login/?action=login

oYou can log in with your student user name and password which will give you free access to seceral text books and journals

Self Evaluation: Identify Exemplary Practices

Describe what you think are three “stand-out practices” in your course. These are the top three items you wish to highlight for reviewers to consider as exemplary practices to share with the broader eLearning community.

1. Themes of the weeks and week contents

2. Assessmnet methods

3. Varierty of learning modules

Course Access and Permission Information

Course Access

The course to be reviewed must be a copy of a previously offered course. For the purposes of the ECP review the course should not be actively used for teaching. In addition, once you have applied, this copy of the course site should not be revised or modified. For these reasons you (or your system administrator) should create a copy of the course and a new user ID (with Faculty, Course Builder or Designer access) to allow the reviewers to access the course.

Please contact your System Administrator for help creating a back-up of your course and providing access to it for the Exemplary Course Reviewers.

If student privacy is an issue, please contact us at [ecp@blackboard.com](mailto:ecp@blackboard.com) to discuss possible alternatives.

The reviewers will require access for at least a six-month period following the submission of this form. The password below must be valid until at least July 31, 2010; we reserve the right to disqualify your course if your username and password are not valid until July 31, 2010.

Please add any specific instructions related to account access.

**Faculty/Designer/Course Builder Access:**

URL: https://lms.ksu.edu.sa/

Username: review

Password: 12345678

special instructions: The homepage for the LMS is in Arabic. The Login is on the right-hand side of the page midway down. Enter the login name in the top text box, the password in the bottom text box and click the light blue button to login.

If your course is selected as a Blackboard Exemplary Course, your course will be showcased within Blackboard.com and Blackboard Connections. Blackboard staff will work with you to address student privacy and intellectual property concerns.

Permissions

By submitting this course for consideration and providing access, you grant the right for the ECP Directors and members of the review team to enter your course for review purposes. Should your course be chosen as a Blackboard Exemplary Course, you also grant non-exclusive rights to the Program evaluators and Blackboard Inc. to use the materials submitted in professional and trade publications and conference presentations related to Blackboard’s Exemplary Course Program. This includes permission to move the course to a Blackboard server and provide guest access to the course on Blackboard.com. The ECP Directors and Blackboard Inc. agree to attribute the materials to their source (person or institution).

In honor of granting our collegial access to your course and in recognition of applicable copyright laws, the evaluators hereby attest that review access to the submitted course will be only for the purposes of this Program. Any files downloaded or printed will be used solely for review purposes and will not be further copied, distributed, or used in any course development without express written permission.

If you have any questions about the submission process, please email [ecp@blackboard.com](mailto:ECP@webct.com).

Thank you for participating in the Blackboard Exemplary Course Program.

**BLACKBOARD INC.**

**EXEMPLARY COURSE AWARD WINNERS**

**OFFICIAL RULES**

**NO PURCHASE NECESSARY -- PURCHASING ANY GOOD OR SERVICE WILL NOT INCREASE THE ODDS OF WINNING**

**Award Winners**: For the courses submitted that are deemed “exemplary” by the Blackboard judges, each team and the exemplary aspects of their course will be promoted on Blackboard Inc. (“Blackboard” or “Sponsor”) websites and in various promotional materials selected by Blackboard (the “Promotion”). Lessons learned and best practices from the course author (or authoring team) will be shared with the eLearning community.

**CONSUMER DISCLOSURE**

Blackboard, the sponsor of the Exemplary Course Program, may invite a representative from up to 10 award winning course teams (“Award winners”) to attend BbWorld®’11 to share their experiences about exemplary course design with the Blackboard eLearning community. Airfare to BbWorld®’11, hotel accommodations, and BbWorld®2011 registration will be at the Award Winners’ cost. Winners are selected based on the criteria identified by Blackboard in the application process for the Exemplary Course Program. Blackboard shall be the sole judge and all decisions of the judges are final.

Award Winners will be notified by email and phone by April 30, 2011.

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To request a winners list (available after July 30, 2011**)** send a self-addressed, stamped envelope to be received within 60 days after selection date to: Blackboard Inc., 650 Massachusetts Ave. NW, 6th Floor, Washington, DC 20001. Please specify “Exemplary Course Program Award Winners” on the outer envelope.

If you have any questions about this Promotion, please contact Jan Poston Day, Blackboard Inc., 650 Massachusetts Ave, NW 6th Floor, Washington, DC 20001.

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2011 Blackboard Exemplary Course Program Rubric

The Blackboard Exemplary Course Program began in 2000 with the goal of identifying and disseminating best practices for designing engaging online courses and courses with online components.

Using the Blackboard Exemplary Course Program Rubric, instructors and course designers are able to evaluate how well their own course conforms to best practices for Course Design, Interaction and Collaboration, Assessment and Learner Support. Furthermore, they learn and better understand by internalizing the evaluation criteria, what makes an exemplary course.

The Blackboard Exemplary Course Program Rubric details a range of criteria to rate performance in each component of the course. The performance ratings are Exemplary, Accomplished, Promising, and Incomplete. Detailed feedback on expectations needed to meet to achieve a specific rating for each component in the course is provided.

Using the Blackboard Exemplary Course Program Rubric offers a number of advantages:

* The ECP Rubric allows course designers and instructors to become better judges of the quality of their own work. It provides detailed information about areas of strengths and areas of their course in need of improvement.
* The ECP Rubric allows assessment of online and hybrid/blended courses (those which have online and face-to-face components) to be more objective and consistent. An increased focus on student learning outcomes demands development of high quality courses whether they are fully online, or have online components.
* The ECP Rubric reduces the amount of time it takes to assess the quality and completeness of a course. This is especially helpful if you are using the rubric to assess the courses across a program of study or the work of multiple course developers.

For more information about the Blackboard Exemplary Course Program, best practices in course design, and examples of exemplary courses please visit http://www.blackboard.com/ecp.

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|  | Content Presentat-ion | Goals and Objectives |  | Course Design *(page 1 of 2)*  Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies. |
|  | Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules); navigation is intuitive; content flows in a logical progression; content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); content is enhanced with visual and auditory elements; supplementary resources are made available (course CDs, textbooks, course manuals, etc.) | Goals and objectives are easily located within the course; are clearly written at the appropriate level and reflect desired outcomes; are written in measureable outcomes (students know what they are expected to be able to do), are made available in a variety of areas in the course (within the syllabus and each individual learning unit) | **Exemplary** |
|  | Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules); navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content; content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); visual and/or auditory elements occasionally enhance the content; supplementary resources are made available (course CDs, textbooks, course manuals, etc.); | Goals and objectives are located within the course syllabus or the individual learning units; objectives are written to reflect desired learning outcomes, although not all are written as measureable outcomes; students have some understanding of what is expected of them; | **Accomplished** |
|  | Some content segments are overly large (or possibly too small) for the specified objectives; navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined; the design does not avail of the content presentation tools (content modules, single pages, links); few or no visual and/or auditory elements are used to enhance the content; supplementary resources may be made available (course CDs, textbooks, course manuals, etc.) | Goals and objectives are not easily located within the course; are not clearly written in measurable learning outcomes; students may be unsure of what they are expected to be able to do; the level does not match the desired outcomes; | **Promising** |
|  | Content is not “chunked” into manageable segments; navigation is not intuitive and the flow of content is unclear; the design does not avail of the content presentation tools (content modules, single pages, links); no visual or auditory elements are used to enhance the content; supplementary resources are not made available (course CDs, textbooks, course manuals, etc.) | Goals and objectives are not easily located within the course; some are missing and others poorly written ; the level does not match the desired learning outcomes; | **Incomplete** |

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|  | Technology Use | Learner Engage-ment |  | Course Design *(page 2 of 2)* |
|  | Tools available within the CMS are used to facilitate learning by engaging students with course content; CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course); technologies are used creatively in ways that transcend traditional, teacher-centered instruction; a wide variety of delivery media are incorporated into the course; | It is clear how the instructional strategies will enable students to reach course goals and objectives; course design includes guidance for learners to work with content in meaningful ways (e.g., pre-reading outlines, web-quests, devil's advocate challenges, etc.); higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models; individualized instruction, remedial activities, or resources for advanced learning activities are provided; | **Exemplary** |
|  | Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content; CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness; technologies within the course are used in many cases merely to replicate traditional face-to-face instruction; there is some variety in the tools used to deliver instruction; | Instructional strategies are designed to help students to reach course goals and objectives, although this relationship may not be obvious to learners; guidance is provided, but could be improved with greater detail or depth; higher order thinking is required for some activities but is not well-explained or supported (e.g., by providing examples of "good answers"); differentiated instruction (such as remediation) may be available on a limited basis; | **Accomplished** |
|  | Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so; only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students; technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model); there is little variety in use of technologies within the CMS; | It is not clear how the instructional strategies will help learners achieve course course goals and objectives; guidance in using content materials may only be provided on a limited basis; higher order thinking is not required or encouraged; differentiated instructional opportunities are not provided, although there may be supplementary content resources available;;; | **Promising** |
|  | Technologies used within the CMS do not engage students with learning; tools that could reduce the labor-intensity of online instruction are not utilized; students are not expected to use technologies available within the CMS; only a few technologies available within the CMS are used; | Instructional strategies do not provide students with skills needed to achieve course goals and objectives; content is provided but it is not clear what students are expected to do with it; higher order thinking is not expected from students; no supplementary resources or activities are provided for remediation or advanced study; | **Incomplete** |

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| Interaction Logistics | Develop-ment of Learning Community | Communi-cation Strategies |  | Interaction and Collaboration  Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment.  Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently. |
| Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided; expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined; a rubric or equivalent grading document is included to explain how participation will be evaluated; the instructor actively participates in communications activities, including providing feedback to students; the instructor uses communication tools to provide course updates, reminders, special announcements, etc.; | Communication activities are designed to help build a sense of community among learners; student-to-student interactions are required as part of the course; students are encouraged to initiate communication with the instructor; collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building; | There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate; asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives; synchronous communication activities benefit from real-time interactions and facilitate "rapid response" communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information); | **Exemplary** |
| Expectations of student participation in communication activities are given, but would benefit from more detail; expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples; minimal information may be provided regarding grading criteria for communications activities; the instructor is occasionally involved in communication activities; the instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc.; | Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind; some student-to-student interaction is built into the course; students interact with the instructor, although primarily as a result of instructor-initiated contact; collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements; | Several communication activities are included to reinforce the desired learning outcomes; asynchronous communications sometimes require reflection or other higher order thinking; synchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers; | **Accomplished** |
| Instructor expectations of student interactions are not made clear; little information is provided regarding what constitutes a "good" response or posting; students are not given a clear set of criteria for how communications activities will be graded; the instructor appears to be largely absent from communications activities; few announcements, reminders, or other updates are provided; | Effort has been devoted to fostering a sense of community in the course, but only minimally. More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions. | Communication strategies are included, however, they may not consistently reinforce desired learning outcomes; asynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.); synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities; | **Promising** |
| Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course; the instructor does not participate in communications activities with students; | Little to no attention has been devoted to building a sense of community in this course. | Little to no attention has been devoted to communication strategies; interaction activies that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used; | **Incomplete** |

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| **Self-assessment** | **Assessment Design** | **Expectations** |  | Assessment  Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course. |
| Many opportunities for self-assessment are provided; self-assessments provide constructive, meaningful feedback; | Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary); higher order thinking is required (e.g., analysis, problem-solving, etc.); assessments are designed to mimic authentic environments to facilitate transfer; assessment activites occur frequently throughout the duration of the course; multiple types of assessments are used (research paper, objective test, discussions, etc.) | Assessments match the goals & objectives; learners are directed to the appropriate objective(s) for each assessment; rubrics or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example); instructions are written clearly and with sufficient detail to ensure understanding; | **Exemplary** |
| Some self-assessment activities are included; self-assessments provide feedback to learners; | Assessment activities have "face validity" (i.e., they appear to match the curriculum); some activities involve higher order thinking; assessment activities may focus on tasks similar to real-world application of skills; multiple assessments are included; at least three different types of assessments are used; | Assessments match the goals & objectives; rubrics or descriptive criteria for desired outcomes are included for some assessment activities; instructions are written clearly, with some detail included; | **Accomplished** |
| There may be self-assessment activities, but they are limited in scope and do not offer useful feedback; | It is not clear whether the assessment activities actually measure the desired skill; the vast majority of assessments require only low-level thinking (memorization, for example); assessment activities typically do not include tasks that are relevant beyond the scope of this course; multiple assessments are included; two types of assessments are included, at a minimum; | Students are assessed on the topics described in the course goals and objectives; there may be some explanation of how assessments will be scored/graded; instructions lack detail that would help students understand how to complete the activities; | **Promising** |
| A few self-assessments may be included, but they offer little more feedback than flash cards; | Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives; no higher-order thinking skills are required to complete assessment activities; there is little or no evidence of authenticity built into assessments; assessments are too few and far apart for the course content; | Assessments bear little resemblance to goals & objectives; expectations or grading criteria are not provided; instructions are limited or absent; | **Incomplete** |

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| **Instructor Role and Information** | **Supportive Software (Plug-ins)** | **Orientation to Course and CMS** |  | Learner Support *(page 1 of 2)*  Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services including, but not limited to the following. |
| Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.); expected response time for e-mail replies is included; instructor's role within the course is explained (for example, whether he/she will respond to "tech support" type questions); the instructor's methods of collecting and returning work are clearly explained; | Clear explanations of optional and/or required software including any additional costs (in addition to the CMS) are provided within the course; software required to use course materials is listed with links to where it can be captured and installed; links are located within the course where learners will use the software (i.e., near the materials requiring its use); | Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included; tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course; tutorial materials support multiple learning modalities: audio, visual, and text based; | **Exemplary** |
| Contact information for the instructor is included but may not be easy to find; contact information includes more than one type of communication tool; expected response time for e-mail replies may be included; instructor's role within the course not clearly spelled out to students; the instructor's methods of collecting and returning work are clearly explained; | Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course; software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used; | Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included; tutorials may not be easily accessed, or require the learner to leave course site without an easy return; tutorial materials support multiple learning modalities: audio, visual, and text based; | **Accomplished** |
| Contact information for the instructor is provided but not easy to find; contact information includes only one way to reach the instructor; no information concerning response time for e-mail replies is not included; little or no information is given regarding the instructor's role in the course; the instructor's methods of collecting and returning work are evident but not clearly explained; | Software (in addition to the CMS) required to use course materials is mentioned, but not explained; links to where it can be captured and installed are provided, although they may not be conveniently located; | Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found; materials do not support multiple learning modalities and are text-based only; | **Promising** |
| Contact information for the instructor is sketchy, at best; no information concerning response time for e-mail replies is included; information regarding the instructor's role in the course is not included; Instructor's methods of collecting and returning work are confusing or non-existent; | The need for additional software required to use course materials may be mentioned; links to software may be missing or incomplete; | Tutorial materials explaining how to navigate the CMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete; tutorial materials that are included do not support multiple learning modalities; | **Incomplete** |

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| **Feedback** | **Accomm-odations**  **for Disabilities** | **Technical Accessibil-ity Issues** | **Course/**  **Institution-al Policies and Support** |  | Learner Support *(page 2 of 2)* |
| Learners have the opportunity to give feedback to the instructor regarding course design *and* course content both during course delivery *and* after course completion; feedback mechanisms allow students to participate anonymously in course evaluation; | Supportive mechanisms allow learners with disabilities to participate fully in the online community; the design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation; links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find; design factors such as color, text size manipulation, audio and video controls, and alt tags reflect universal accessibility considerations; | Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are provided; large files are identified to help learners consider download times; alternative (smaller) files are provided where appropriate; video are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling; | Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion; links to institutional services such as the library, writing center, or financial aid office are clearly labeled and easy to find; | **Exemplary** |
| Learners have the opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completion; feedback mechanisms allow students to participate anonymously in course evaluation; | Supportive mechanisms allow learners with disabilities to participate in the online community for most activities; the design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation; links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find; design factors such as color, text size manipulation, audio and video controls, and alt tags have been considered in some cases; | Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are sometimes provided; large files are not identified as such; alternative (smaller) files are not provided; video files are streamed in some cases; graphics are not be optimized for web delivery but display without extensive scrolling; | Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion; links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find; | **Accomplished** |
| Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion; feedback mechanisms do not guarantee privacy to the student; | Supportive mechanisms allow *some* learners with disabilities to participate fully in the online community; the design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation; links to institutional policies, contacts, and procedures to support learners with disabilities are not evident; design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered; | Course materials use standard formats to ensure accessibility; if specific software is required to which some learners may not have access, alternative file types are not provided; large files are not identified as such and alternative (smaller) files are not provided; video files are not streamed; graphics are not optimized for web delivery and may require extensive scrolling; | Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find; course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail; a few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find; | **Promising** |
| Learners do not have the opportunity to give feedback to the instructor regarding course design or course content; feedback mechanisms do not guarantee privacy to the student; | Supportive mechanisms allow *some*learners with disabilities to participate in the online community for some activities; the design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodations; links to institutional policies, contacts, and procedures to support learners with disabilities are not evident; design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered; | Course materials sometimes use standard formats to ensure accessibility; if specific software is required to access course materials, no mention of this is included and alternative file types are not provided; large files are not identified as such and alternative (smaller) files are not provided; video files are not streamed; graphic files are not optimized for web delivery and require extensive scrolling; | Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included; some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail; links to institutional services such as the library, writing center, or financial aid office are not included; | **Incomplete** |

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