

# Blackboard Exemplary Course Program

## SAMPLE Submission Instructions and Form

### Information about You and Your Course

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<b>Submission Information</b>	
Submitter Name	Barbara Smith
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Instructor Name (instructor(s) who taught the course) if different from above	William Brown
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Names and email addresses of instructional designers or others who significantly contributed to the development of this course (add more lines as needed).	Martha Jones, Instructional Designer; Chris Watley, Instructional Designer; Derek Miller, Graphic Designer

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## Course Information

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Course Title	Anatomical and Medical Terminology
Course Number	IT1234
Language of Instruction	English
Number of semester/quarter hour credits	4
Which version of Blackboard Learn was used to deliver this course? Check one.	<input type="checkbox"/> Blackboard Learning System™ – Enterprise License <input checked="" type="checkbox"/> Blackboard Learning System™ – Vista Enterprise License <input type="checkbox"/> Blackboard Learning System™ – CE Enterprise License <input type="checkbox"/> Blackboard Learning System™ – Basic License <input type="checkbox"/> Blackboard Learning System™ – CE Basic License <input type="checkbox"/> Blackboard Learning System™ – ANGEL Edition
The environment for this course can best be described as blended or totally online (choose one).	<input type="checkbox"/> Blended (a combination of face-to-face and online) <input checked="" type="checkbox"/> Totally online (a fully online course with no face-to-face component)
Student Target level (check all that apply)	<input type="checkbox"/> K-12 Undergraduate: <input type="checkbox"/> 1st year <input type="checkbox"/> 2nd year <input checked="" type="checkbox"/> 3rd year <input type="checkbox"/> 4th year <input type="checkbox"/> Diploma/2 year Degree or Similar* <input type="checkbox"/> Certificate <input type="checkbox"/> Graduate Level <input type="checkbox"/> Professional Development <input type="checkbox"/> Other  <small>*e.g., Further Education, Vocational Technical Schools, or Community Colleges</small>
Number of terms this course has been offered in its present configuration.	6
Number of students who were enrolled in the course you are submitting for review.	12
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.).	Pearson Prentice Hall provides a CD that includes a range of interactive exercises, as well as supporting a companion Web site: <a href="http://wps.prenhall.com/chet_fremgen_medterms_3/">http://wps.prenhall.com/chet_fremgen_medterms_3/</a>

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## 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:** Exemplary

- 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:** Accomplished

- 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:** Exemplary

- 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:** Exemplary

- 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.*

### Narrative and Example Course Locations Technical Challenges

**One of the course competencies, or learning goals, of this course is, "spell and pronounce basic medical terms." This goal presented challenges for an asynchronous learning environment:**

**1) How were learners to hear pronunciations of words?**

- 2) How could the instructor hear each learner pronounce words?
- 3) How would instructors provide learners with feedback about their pronunciations?

The solution to the first challenge was to adopt a text with a CD featuring an audio pronunciation glossary, with games and self-tests for practice.

The solution chosen for the second challenge was to set up a course voicemail box. Each week, each learner created a voicemail message, in which he or she pronounced a set of terms. The voicemail messages were saved as audio files and were forwarded to the instructor's email account.

To resolve the third challenge, the course instructor provided feedback in the form of an audio file. Thus, learners who required further assistance with pronunciation could receive individualized vocal instruction.

### Learning Activities

Learning medical and anatomical terminology is similar to learning a foreign language; many practice activities are necessary for learners to become proficient. This course makes extensive use of the practice activities offered in the CD that accompanies the text. The CD also contains an audio glossary and a spelling bee for practicing the translation of a spoken word to a written word. The wide variety of activities offered keeps the learner engaged, accommodates individual learning styles, and provides context for learners who lack practical experience in specific areas of medical terminology.

Places within the course which support effective course design:

**Syllabus – Grading Page:** The syllabus includes specific guidance for learners on how their work will be graded. This information includes links to scoring guides, which provide the exact criteria on which activities within the course will be scored.

**Learning Units – Course Outline:** The outline for the course identifies titles and learning objectives that are covered in each of the course units. This provides a comprehensive view of what learners can expect to learn throughout the course.

**All Units - Navigation & Manageability:** The units are designed to be consistent in appearance and content. Each unit begins with an introduction, including a repetition of the unit's learning objectives from the course outline. The study activities for the unit follow the introduction and objectives. These required study activities provide reading and other resource materials that prepare the learner for the course discussions and assignments.

**All Units – Online Quizzes:** Each unit includes a timed online quiz. Learners are encouraged to take the quiz only when they feel they have mastered the content of the unit. Then, they are challenged to complete the quiz within the time allowed. Upon completion of the quiz, learners are provided with feedback, including what questions they may have answered incorrectly.

**Home Page – Online Course Survey:** The course includes an online survey that allows the learner to provide feedback on both the performance of the instructor and the content of the course. The results of these surveys are distributed to stakeholders at the end of the quarter. They are used to enhance or alter the course, as part of a continuous quality feedback loop.

## 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:** Exemplary

- 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:** Exemplary

- 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:** Exemplary

- 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 (WCT or ANGEL) or collect (Bb) 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:**

To engender learner-to-learner interaction, we provide weekly discussion topics that are designed to generate conversations between learners. In addition, we provide guidance for how learners are to respond to each other, and designate the number of responses required from each learner.

In the first unit's discussion, learners introduce themselves to one another and to the instructor. They are asked to tell a bit about themselves and their objectives for the course. This gives the instructor an idea of each learner's previous experience and initial skill level, related to course content.

The instructor has an array of tools available for communication. He or she is expected to engage with learners frequently through the assigned discussions, using the Socratic method to extend and enhance the conversation, when possible. Learners can ask questions of the instructor in an area separate from the weekly topic discussions. As noted above, the instructor can also provide feedback in the form of audio files sent via email. We have found this to be particularly helpful for learners who needed coaching with word pronunciation, an area that is critical to learners' success in this course.

The learner-to-content interaction opportunities provided in this course are exceptional. As stated above, the course makes extensive use of the CD that accompanies the text. This CD features many different activities for practicing spelling, word recognition, and pronunciation. For example, learners can select specific words or terms from the audio glossary and generate a set of flash cards for extra practice on pronouncing them.

#### **Course Locations:**

**Announcements :** The course room contains an announcement feature that includes a pop-up window to alert learners as they log onto the course room.

**Course Specific e-Mail:** Each course room includes a private email setup that allows communication outside of the discussion environment. Through this course room email, the instructor can communicate with the learners as a group, or individually; and learners can communicate with one another.

**Integration of this email feature within the course room itself enables learners to contain all of their course-related communications in one place. This enhances their ability to keep track of their course-related activities.**

**Discussion – Faculty Expectations:** Learners are provided with a detailed set of faculty expectations to ensure that they understand what is required of them, throughout the course. Learners are asked to provide a response once they have read these expectations, as a means of documenting this interaction.

SAMPLE

## 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:** Exemplary

- 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:** Exemplary

- 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:** Exemplary

- 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:**

**State University employs competency-based learning strategies. At State University, course competencies are the skill sets, or bundles of skills, that each learner must possess, in order to be able to demonstrate achievement of the program outcomes. Unit objectives are designed**

to deliver the specific skills, knowledge, and attitudes that comprise the course competencies. This methodology ensures that learners are assessed only on skills that directly align with the stated course competencies.

Learners in this course are assessed through a number of measures. As indicated earlier, they are evaluated on their ability to pronounce the terms and words each week, by recording their pronunciations in voicemail messages.

In addition, a weekly quiz assesses their mastery of the current unit's terms and concepts. Each quiz offers feedback to enhance learners' understanding of terms and concepts for which they provided incorrect answers.

Each week, learners complete and submit exercises in which they practice using the current unit's terms and concepts. Each exercise is assessed on the learner's demonstrated ability to use the terms in the proper context, and to identify prefix and suffix information. For relevant terms, learners are also expected to identify industry-accepted abbreviations.

Finally, learners are assessed on their engagement in critical thinking, through exercises and discussions. Learners complete exercises about using medical documents that are commonly found in the health care industry. The questions in the exercises are designed to require critical thinking. Learners post their answers for a specific exercise to a specific discussion topic. Learners next provide feedback to one another in the appropriate discussion topic on the conclusions they have drawn in their answers to the exercises. The instructor participates in these discussions and also uses them to evaluate each learner's practical application of the critical thinking concepts.

**Syllabus – Grading Page:** The syllabus contains a grading page that specifies the activities that learners are required to complete. The grading page includes the point values that are associated with each activity.

**Scoring Guides – Grading Page:** The grading page includes links to scoring guides that specifically describe what learners are expected to accomplish in each activity, in order to successfully complete the course.

**Each Unit – Quizzes:** Online quizzes automatically score the answers provided by the learners. These scores are automatically populated in the grade book. The quiz tool also provides immediate feedback to the learner, regarding any incorrect answers.

## 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:

Orientation to Course and CMS:

**Rating:** Exemplary

- 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:** Accomplished

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

Instructor Role and Information:

**Rating:** Exemplary

- 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:** Exemplary

- Course and institutional policies are included regarding
  - Appropriate use of online resources
  - Plagiarism
  - Netiquette
  - Other "behavioral topics", as needed

Technical Accessibility Issues:

**Rating:** Exemplary

- 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:** Exemplary

- 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:** Exemplary

- 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:**

**Learner support is a broad and well-developed resource at State University. To start, links at the bottom of each page in the course room provide direct access to an array of resources:**

- 1. The State University Library, which connects learners to extensive online resources, including journals and e-books.**
- 2. The Academic Success Center, which features such resources as the Writing Support Center and the Career Center.**
- 3. The Learner Handbook, which includes links to handbooks for each of State University's departments.**
- 4. The Course Orientation, which includes tutorials on all aspects of the course room environment. The Course Orientation includes a computer check-up, to help learners verify that their computers have everything they need to succeed in the course room.**

**There are a range of methods available to the learner seeking learning support. There is a link to the IT support staff on the home page of each course. Learners are provided with access to IT support via phone and email communication.**

**State University has also provided a significant number of tutorials through the i-Guide portal, to supplement the course room experience. In i-Guide, learners can access a broad range self-paced tutorials. I-Guide provides tutorials on developing personal communication skills; career development skills; and technical skills, including how to use commonly required software applications and technologies, such as the Microsoft Office applications and PDF files. The tutorials offered through i-Guide are available to all learners, at no additional cost.**

**Course Locations:**

**Home Page:** This page contains links to the various components of the course and provides access to IT support.

**Each Page within the Course:** Each page within the course features a footer providing access to resources including the i-Guide portal, the State University library, the Academic Success Center, the learner handbooks, and course room orientation resources.

**Syllabus – Learner Expectations** This page includes links to resources, including information on academic honesty and codes of conduct. In addition, this page provides access to a tool that analyzes the content of learners' work for authenticity of authorship. Learners can use this tool to evaluate their work prior to submission for a grade.

## **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.

# 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: <http://blackboard.stateuniversity.edu>  
Username: guestreviewer  
Password: 3cp2o1oreviewer  
special instructions:

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@blackboard.com).

Thank you for participating in the Blackboard Exemplary Course Program.