

# Faculty Design Manual

A Guide to Developing Courses in BlackBoard CourseInfo at Walden University

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# CONTENTS

<b>OVERVIEW .....</b>	<b>1</b>
PURPOSE .....	1
WORKING WITH WALDEN’S DESIGN GROUP .....	1
ACTIVITIES IN THIS MANUAL .....	2
<b>CHAPTER 1: LEARNING COURSEINFO.....</b>	<b>3</b>
EVALUATION WORKSHEET.....	4
UNDERSTANDING COURSE GUIDELINES .....	7
<b>CHAPTER 2: CREATING A SYLLABUS FOR COURSEINFO .....</b>	<b>9</b>
WRITING STAFF INFORMATION .....	11
WRITING COURSE INFORMATION .....	12
WRITING COURSE DOCUMENTS .....	16
WRITING COMMUNICATION ACTIVITIES.....	21
<b>CHAPTER 3: CREATING A COURSE IN COURSEINFO.....</b>	<b>23</b>
EXPLORING THE COURSEINFO CONTROL PANEL .....	23
ENTERING STAFF INFORMATION.....	24
ENTERING COURSE INFORMATION .....	26
ENTERING COURSE DOCUMENTS.....	28
ENTERING ASSIGNMENT DUE-DATES.....	30
ENTERING COMMUNICATION ACTIVITIES.....	31
MODIFYING THE COURSE STRUCTURE .....	33
<b>CHAPTER 4: NEXT STEPS.....</b>	<b>35</b>
<b>APPENDIX A: SAMPLE COURSE.....</b>	<b>37</b>
<b>APPENDIX B: EDUCATION SYLLABUS TEMPLATE .....</b>	<b>45</b>
<b>APPENDIX C: PSYCHOLOGY SYLLABUS TEMPLATE.....</b>	<b>51</b>
<b>APPENDIX D: COURSE CONTENT TEMPLATE.....</b>	<b>57</b>
<b>APPENDIX E: SECTIONS FROM THE COURSEINFO INSTRUCTOR MANUAL.....</b>	<b>63</b>
APPENDIX E1: USING THE CONTROL PANEL .....	64
APPENDIX E2: ADDING A STAFF MEMBER .....	69
APPENDIX E3: ADDING COURSE INFORMATION, COURSE DOCUMENTS, & ASSIGNMENTS .....	73
APPENDIX E4: DISCUSSION BOARD.....	79
<b>APPENDIX F: COURSE TEMPLATE .....</b>	<b>87</b>
COURSE INFORMATION.....	88
COURSE INFORMATION.....	89
STAFF INFORMATION.....	90
COURSE DOCUMENTS.....	90
COURSE DOCUMENTS.....	91
COURSE DOCUMENTS FOR ONE SESSION.....	92
DISCUSSION BOARD .....	92

## LIST OF PROCEDURES

This manual contains several step-by-step procedures. If you want to complete one of these procedures, they are listed below.

Procedure 1: Bookmarking the Instructional Design Web-site .....	2
Procedure 2: Evaluating Sample Courses .....	3
Procedure 3: Downloading the Syllabus Template .....	9
Procedure 4: Writing Staff Information .....	11
Procedure 5: Writing Course Information.....	12
Procedure 6: Writing Course Documents.....	17
Procedure 7: Writing Thread Openers.....	21
Procedure 8: Exploring the CourseInfo Control Panel.....	23
Procedure 9: Entering Staff Information.....	24
Procedure 10: Entering Course Information .....	26
Procedure 11: Entering Course Documents .....	28
Procedure 12: Entering Assignment Due-Dates.....	30
Procedure 13: Entering Forum Openers .....	31
Procedure 14: Weekly Activities.....	36



## Overview

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This manual will provide you with an introduction to creating courses at Walden University. It can help you learn much about course design but do not hesitate in contacting the Instructional Designer assigned to work with you whenever you have questions. This manual was written for faculty in all of the programs at Walden University. Individual programs may have specific course design standards that are not included with this manual. Ask your program director for information about standards unique to your program.

### **Purpose**

The purpose of this manual is to help faculty begin using Walden's course development system, which is called BlackBoard CourseInfo—or CourseInfo for short. CourseInfo allows you to complete dozens of tasks related to delivering a course—such as organizing assignments, course documents, participating in Web-based discussions, and posting grades. The procedures for completing these tasks are similar, so only the most common tasks are described here.

### **Working with Walden's Design Group**

The staff in the Instructional Design group at Walden have experience in helping educators design Web-based courses. One of the designers from this group will help you with the instructional design process and with using CourseInfo. The purpose of working with a designer is to allow you to quickly learn how to develop your own courses.

Walden's implementation of CourseInfo has courses divided into *sessions*. A session is a number of days focused on one topic. This is often one week, but the number of days is ultimately determined by how many days are needed to cover a topic. The designer will help you with a few sessions within a course, but you will soon be developing your own courses. How you develop these courses will depend on several factors—including the timeline for course development, your technical expectations for the course, and the style of the designer working with you.

A general description of the process used to create course is listed below.

1. You write a syllabus, using the syllabus template for your department.
2. The syllabus is reviewed by an instructional designer and approved by your Program Director.
3. You write the course content, using the Course Content Template.
4. The Course Content Template is reviewed by a designer.
5. You create your course Web-site with CourseInfo.
6. A designer reviews the Website.

Note, the sequence above is meant to be a brief overview of the process. Depending on the situation, steps may be added, removed, or repeated.

The Instructional Design Group is also interested in assisting you after you have learned how to develop your own courses. The Group is always ready to answer questions, review a course, or to share new Web-based learning activities.

## ***Activities in this Manual***

The procedures described here will help you learn CourseInfo by having you design the first three sessions of your course. Therefore, you should have any relevant information for these sessions with you as you read the manual. This information includes any items you are considering for the first three sessions of the course—such as textbooks, articles, handouts, Web-page URLs, or ideas for student activities.

This manual will often have you follow procedures at a computer. The graphic below signifies these procedures. If you do not have access to a computer, pictures of the computer screens being referred to are included in an appendix, whenever possible.

### ***Procedure 1: Bookmarking the Instructional Design Web-site***



An Instructional Design Web-site has been created to supplement this manual. You will be accessing this site multiple times as you go through the manual so make a bookmark to it now.

1. Open a Web-browser, such as Internet Explorer or Netscape Navigator.
2. Open the Web-page at:  
“<http://www.waldenu.edu/courseinfo/faculty/manual-web.html>”.
3. You will be asked for a username and password. Enter “faculty” for the username and “distributed” for the password. This is the standard username and password for secure, faculty Web-pages at Walden.
4. After the Instructional Design Web-Site appears, make a bookmark to it.
  - For Internet Explorer...
    1. Click on the “Favorites” Menu
    2. Select “Add to Favorites”
  - For Netscape Navigator...
    1. Click on the “Bookmarks” Menu
    2. Select “Add to bookmarks”

## Chapter 1: Learning CourseInfo

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This section will have you look at courses developed in CourseInfo, with an emphasis on Walden's style of offering courses and the design of your own courses.

There are advantages and disadvantages of using a system like CourseInfo. The disadvantages include limited ability to creatively customize a course and using pre-established categories. The advantages include a standardized learning environment for students and the ability for teachers to make courses with little or no knowledge of HTML. As you use it for designing your own courses, we think you will realize that much creativity is available within CourseInfo, but it tends to be in the design of learning activities instead of Web-site layout and visual appearance.



### *Procedure 2: Evaluating Sample Courses*

Sample courses have been prepared to help you understand how Walden uses CourseInfo. You will now evaluate these courses to understand how Walden uses CourseInfo. Worksheets on the following pages will help you apply these evaluations to the design of your own courses. If you do not have access to a computer, a sample course is listed in Appendix A: Sample Course which begins on page 37.

1. View the Instructional Design Web-site by selecting the bookmark you previously made. The URL is "<http://www.waldenu.edu/courseinfo/faculty/manual-web.html>", no quotes.
2. Click the hyperlink for one of the sample courses, using the username "teacher" and the password "teacher".
3. Browse the course as you expect a student would.
4. Complete the Evaluation Worksheet on the next page, which will assist you in applying the evaluation to your course design.
5. Repeat this procedure three times. Three copies of the Evaluation Worksheet are provided.

## ***Evaluation Worksheet***

Answer the questions below to apply your evaluations to your course design.

**Course Name:** \_\_\_\_\_

### **First Reaction**

What elements of the course did you react positively to and how can you use these elements in your course?

What elements of the course did you react negatively to and how can you avoid these elements in your course?

### **Student Needs**

Are student responsibilities clear?

Is it easy for students to find the information they need?

### **Learning Activities**

Which learning activities would you like to borrow for your own course?

Which learning activities would you like to avoid?

### **Other Ideas**

Were there other elements from the course that give you ideas for your own course?



## ***Evaluation Worksheet***

Answer the questions below to apply your evaluations to your course design.

**Course Name:** \_\_\_\_\_

### **First Reaction**

What elements of the course did you react positively to and how can you use these elements in your course?

What elements of the course did you react negatively to and how can you avoid these elements in your course?

### **Student Needs**

Are student responsibilities clear?

Is it easy for students to find the information they need?

### **Learning Activities**

Which learning activities would you like to borrow for your own course?

Which learning activities would you like to avoid?

### **Other Ideas**

Were there other elements from the course that give you ideas for your own course?

## ***Evaluation Worksheet***

Answer the questions below to apply your evaluations to your course design.

**Course Name:** \_\_\_\_\_

### **First Reaction**

What elements of the course did you react positively to and how can you use these elements in your course?

What elements of the course did you react negatively to and how can you avoid these elements in your course?

### **Student Needs**

Are student responsibilities clear?

Is it easy for students to find the information they need?

### **Learning Activities**

Which learning activities would you like to borrow for your own course?

Which learning activities would you like to avoid?

### **Other Ideas**

Were there other elements from the course that give you ideas for your own course?

## ***Understanding Course Guidelines***

As you probably noticed when reviewing the sample courses, they resemble each other. This makes it easier for students and teachers to find information as they access different courses. This resemblance is the result of guidelines that Walden has instructors follow when developing courses. One guideline is that Walden uses the following categories in CourseInfo:

- Announcements
- Course Information
- Staff Information
- Course Documents
- Communication
- Student Tools
- External Links

Other guidelines involve the format in the Course Documents and Discussion Board. Both of these areas are divided into sessions, which are similar to dividing a course into weekly goals or activities. If this is unclear, return to a sample course, and view the Course Documents and Discussion Board. The Discussion Board is accessed by clicking on the “Communication” button in a sample course. The instructional designer working with you will describe additional guidelines that affect your course.

The table below shows how typical course content is presented in CourseInfo.

CourseInfo Category	Typical Course Content
Announcements	<ul style="list-style-type: none"><li>○ Welcoming students to the class</li><li>○ Assignment Reminders</li></ul>
Course Information	<ul style="list-style-type: none"><li>○ Overview of the course</li><li>○ Course goals</li><li>○ Reference materials</li><li>○ Grading policy</li></ul>
Staff Information	<ul style="list-style-type: none"><li>○ Information for contacting the instructor</li><li>○ Information for contacting technical support</li></ul>
Course Documents	Information about each session, such as it's: <ul style="list-style-type: none"><li>○ Purpose</li><li>○ Objectives</li><li>○ Study notes</li><li>○ assignments</li></ul>
Communication	<ul style="list-style-type: none"><li>○ Discussion for each session</li><li>○ Student roster</li><li>○ Discussions for student groups</li></ul>
Student Tools	<ul style="list-style-type: none"><li>○ Student drop-box</li><li>○ Gradebook</li><li>○ Student manual</li></ul>
External Links	<ul style="list-style-type: none"><li>○ External Web-sites related to the course</li></ul>



## Chapter 2: Creating a Syllabus for CourseInfo

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Creating a course in CourseInfo is similar to creating other educational media—such as a PowerPoint presentation, Web-page, or an overhead transparency. One of these similarities is that the process is easier if you have the educational activities prepared in a way that suits the media. This section will help you prepare a syllabus in a way that will make it easy to develop a course into CourseInfo. As you design your course, refer to the evaluations you just completed for ideas. If you do not have access to a computer, refer to the appendix that contains the syllabus template for your academic program.



### *Procedure 3: Downloading the Syllabus Template*

These instructions will have you download and review a syllabus template, which is a word-processing file. The standardized template is approved by the Program Directors and includes guidelines to help you create an effective syllabus. Using a word-processor provides convenient access to spelling and grammar checks.

1. Before getting a copy of the syllabus template, you need to create a folder to store it on your computer. If you have not already done so, create a folder called “Walden” in the location of your computer’s hard drive where you store files for other projects. In Windows, this location is usually “C:\My Documents”.
2. Open the Walden folder you just created and create a folder inside it for your course. The name for this folder should be your course’s alphanumeric name. For example, if alphanumeric name is MBA6000, name the folder MBA6000. Using this example in a Windows environment, the full “path” to this folder would be “C:\My Documents\Walden\MBA6000”.
3. View the Instructional Design Web-site, by using the bookmark you made earlier.
4. Find the hyperlink for downloading the appropriate syllabus template for your academic program and favorite word-processor.
5. If you are using a mouse with two buttons, *right-click* on the hyperlink for the syllabus template. If you are using a mouse with one button, click and hold on the hyperlink for the syllabus template. This will cause a menu to appear.
6. Select the menu option that says something like, “Save Target As” or “Save Link As”.
7. When you are prompted for a location to save the template, select the course folder you created in the beginning of this procedure.
8. Press Enter to complete the download or click “OK”.
9. Open or switch to your word processor.
10. Open the syllabus template to assure that it downloaded correctly and to get an idea of how it is written.

This procedure is continued on the next page.

***Procedure 3: Downloading the Syllabus Template (Continued)***



11. Read some of the text that is in parenthesis in the template. This parenthetical text contains suggestions for you about how to write various sections of the syllabus. This text is not meant to be read by students. After you read this text, remove it so students do not become confused by it.
12. Scan the headings in the template. The headings in the template are identical to headings that will be used in CourseInfo so try to use the categories represented by the headings as closely as possible when you write your syllabus. Missing content will be requested by the instructional designer working with you.

## Writing Staff Information

The Staff Information category in CourseInfo is very similar to most syllabi, so completing this section first will be an easy way to get started.

### *Procedure 4: Writing Staff Information*



All the procedures for writing your syllabus include an example of what you will be writing. Review these examples or sample courses for help in writing your syllabus.

1. Open the syllabus template in your word processor.
2. Go to the Staff Information section of the syllabus template and complete this information, by inserting the cursor after the appropriate heading.
3. Make sure you have removed all the parenthetical notes in this section.
4. Save your work using the alphanumeric name for the course followed by the word “Syllabus”.

Staff Information Example
<b>Staff Information</b>
First Name: Albert
Last Name: Einstein
Email: al@waldenu.edu
Address: Walden University, 155 Fifth Avenue South, Minneapolis, MN 55401—2511
Phone: (612) 338-7224
Office Hours Tuesday: 1:00 PM to 1:30 PM CST Wednesday: By Appointment Thursday: 8:00 PM to 9:00 PM CST In addition to office hours, e-mail messages will be replied to within 48 hours.
Personal Link: <a href="http://www.westegg.com/einstein/">http://www.westegg.com/einstein/</a>
Other Information: Besides my relative interests in math and metaphysics, I also enjoy playing the violin.

## **Writing Course Information**

Like Staff Information, Course Information is very similar to other syllabi you've written. Note, each department at Walden uses a slightly different syllabus, particularly with Course Information. The procedure below describes most of the content in your syllabus template, but if it does not precisely match your syllabus, follow the parenthetical notes in your syllabus template or contact the instructional designer working with you.

### ***Procedure 5: Writing Course Information***



1. In your word-processor, insert the cursor after "Course Name" heading.
2. Write the name of your course.
3. Insert the cursor after the "Quarter" heading. Write the quarter your course will first be offered.
4. Insert the cursor after the "Dates" heading. Write the dates your course will begin and end.
5. The next heading is "Course Information". If the designer working with you has not provided this information to you, request it from him or her.
6. Insert the cursor below the "Course Goals" heading. Write the goals for the course.
7. Insert the cursor below the "Course Reference Materials" heading. Write a description of the required and supplemental texts or other resources for the course.
8. The next heading is "Ordering Textbooks and Reading Materials." This is a standard description that you should not need to change.
9. Insert the cursor below the "Communication Requirements" heading. Write the communication requirements for the course. An example is provided in your syllabus template.
10. Insert the cursor beneath the "Course Assignments and Grade Weighting" heading. Describe how the course assignments will affect the student's course grade. Include the weight or percentage of the point grade for each type of assignment or activity

Note, information on assignments will appear in 3 places. First, the impact each assignment has on a student's course grade will be described in this section. Second, the date each assignment is due will be listed in the Assignments Due-Dates Section, which is described later. And third, detailed descriptions of each assignment will occur in the Course Documents section of the class Web-site, which is also described later.


11. Insert the cursor below the "Grading Policies" heading. Write the grading policies for the course or revise the paragraphs provided. Note, Walden's grading policy is available at ["http://www.waldenu.edu/handbooks/9900/4university/ch02.html#iv"](http://www.waldenu.edu/handbooks/9900/4university/ch02.html#iv).

This procedure is continued on the next page.



### ***Procedure 5: Writing Course Information (Continued)***



12. Insert the cursor below the “Procedures for Submitting Student Work” heading. Write the procedures students should apply to submit student work.
13. Insert the cursor below the “First Two Week's Assignments” heading. Write a detailed description of the first two assignments students will complete in the course.
14. The last heading is “Student Course Evaluation” heading. It is unlikely you will have to change the description provided. If you would like to change it, contact the designer working with you.
15.  Before you continue writing your syllabus, it needs to be reviewed by the designer working with you and approved by your program director. Review it yourself now, and then, send it to the Instructional Designer working with you.

In the mean time, start thinking of learning activities to support your course goals and objectives.

## Course Information Example

### Course Information

This non-credit course is an orientation to Walden University and the MBA program. Students admitted to the MBA are required to register for this course during their first quarter of enrollment. This course will help students understand important issues for succeeding in the MBA program. These issues include policies, procedures, time management, learning strategies, technology, and most important, making the most of faculty, staff, and students at Walden.

### Course Goals

1. Understand CourseInfo: locate information, submit information, interact in class discussions.
2. Complete an approved Personal Development Plan. (Note: This is a challenging document to complete so set aside extra time for this session.)
3. Develop strategies for succeeding as an adult, distant learner. These include time management, learning strategies, and continuing to develop critical thinking skills.

### Course Reference Materials

#### *Required Texts and Readings*

Hazemi, R., Hailes, S., & Wilbur, S. (1998). *The Digital University*. Springer.

McCormack, C. & Jones, D. (1997). *Building a Web-Based Education System*. Wiley.

#### *Recommended or Related References*

White, K. & Weight, B. (1999). *The Online Teaching Guide*. Allyn & Bacon.

#### *Ordering Textbooks And Reading Packets*

Texts and reading packets can be ordered from TIS Bookstore, 1302 East Third St., Bloomington, IN 47401 (1-800-973-1302). Textbook orders should be placed immediately following confirmation of course registration. Texts may also be accessed through many university libraries. Information on ordering from TIS can be found on the Walden website at <http://www.waldenu.edu/union/tis.html>.

### Communication Requirements

Discussion will occur within the course "Discussion Board." To locate the Discussion Board, click once on the "Communication" button (to the left) and, then, on the words, "Discussion Board." I will post new weekly questions every Sunday evening. As a student, you are expected to post a MINIMUM of two contributions to the discussion each week. These postings may be brief but they must be a substantive contribution to the topic under discussion and reflect the quality of discourse characteristic of a doctoral level seminar.

Weeks are defined as Monday through Sunday; see class schedule. Participation in the class discussions is an integral part of this course, and any deviation from it will affect your grade negatively.

Continued on Next Page

### Course Information Example (Continued)

#### Course Assignments and Grade

The following assignments will determine your final grade by the percentage listed.

Weekly Summaries:	10%	Weekly Communication	20%
Case Study 1:	20%	Final Project	30%
Case Study 2:	20%		

#### Grading Policies

Walden's standard grading policy will be used in this course. Information on this policy is at "<http://www.waldenu.edu/handbooks/9900/4university/ch02.html#iv>"

#### Procedures For Submitting Student Work

Students are to submit all assignments to the instructor based on the timetable specified in this course syllabus. Each assignment will specify whether an assignment should be submitted to the "Drop Box" or in the "Discussion Board".

#### Student Course Evaluation

Completion of an online Course Evaluation Form is the final required assignment in this course. This evaluation allows you to submit an anonymous evaluation of the course and instruction provided. All submitted course evaluation data is combined to form aggregate data. No unique student information (e.g., name, e-mail address, etc.) is included in any reports created from this form. Only aggregate data and comments will be shared with the instructor and program director.

## **Writing Course Documents**

**Proceed with this section only after you have had your syllabus reviewed by the instructional designer working with you and approved by your Program Director.**

Once you have reached this point, you need to proceed with the "Course Content Template." This template provides headings and other information to help you organize the specific details of your course in a way that makes it easy to move into CourseInfo. It is available as a word-processor file on the Instructional Design Web-site and in *Appendix D* of this manual. Later, you will use your syllabus and the completed Course Content Template to create your course in CourseInfo. The first section of the Course Content Template is Course Documents.

The Course Documents section of CourseInfo contains the details of each session, such as what students will learn and work on during a session. Course Documents can also contain a variety of computer files for students to view or download. For example, you may want students to view a PowerPoint presentation, word-processor file, audio file, or a link to a Web-page.

A particularly important part of Course Documents is the assignment(s) for a session. A design element to emphasize in assignments is student interaction. Systems like CourseInfo support interaction very well, especially when compared to other distance education media. Many students at Walden have also described the value they place in class interaction. Some guidelines to consider when creating assignments are:

- Make use of interactive, student-centered projects such as case studies, debates, and activities that allow students to apply topics from their work or home life.
- Describe minimal quantitative and qualitative posting requirements. For example, you could state that each student must post to some class discussion at least three times a week and that two of these postings must mention a class reading.
- To avoid the procrastination that can easily arise in asynchronous learning, make schedules for group projects particularly clear. For example, if a group is to write a paper together, specify a due date for an outline, first draft, and final draft.

As you write the Course Documents, you will likely consider other ways to organize your course than are described here. You are encouraged to consider creative ways to write course documents, but the value of standardization also needs to be considered. Walden prefers to organize courses in a similar manner, so students can easily find information as they study in multiple courses. Courses developed now are also expected to be taught by several faculty members during the life of the course, so having some degree of standardization also makes it easier for faculty to teach courses designed by other faculty. If you see a need to deviate from the course organization described below, contact the instructional designer you have been assigned to work with before proceeding.



### ***Procedure 6: Writing Course Documents***

There are four sections in the Course Documents for any session. They include a purpose, list of objectives, study notes, and an assignment for the session. The purpose of a session is a general statement, and objectives are specific—refer to the example following this procedure for more information.

1. In the Course Content Template, Insert the cursor on the line below the “Purpose” heading for the first session.
2. Write the session’s purpose. Issues to consider when writing the purpose include how the module:
  - Benefits the student
  - Works with previous or future modules or courses
  - Supports one or more course goals
3. Insert the cursor on the line below the “Objectives” heading for this session.
4. Write the objectives for the assignment. Issues to consider when writing objectives include how they:
  - Support the purpose of the session
  - Provide an appropriate level of guidance
  - Avoid the use of verbs like learn, understand, and think. Instead, use "demonstratable" verbs, such as identify, apply, and synthesize.
5. Insert the cursor on the line below the “Study Notes” heading for the session you are writing.
6. Write the Study Notes for this session. Issues to consider when writing Study Notes include:
  - How the current session relates to previous or future sessions
  - How the session documents and assignments work together to reach the session objectives or purpose.
  - Issues students should consider while they read the documents for the session
  - Questions students should consider in the session
  - What information session readings do not sufficiently describe
  - Current events that demonstrate the importance and authenticity of the session
  - URLs to Web-pages that support the analysis in the study notes
7. Readings for the session. Depending on your course and teaching style, this information may be more appropriately placed in the assignments section, which is described in the next step.

This procedure is continued on the next page.

### ***Procedure 6: Writing Course Documents (Continued)***



8. Insert the cursor on the line below the “Assignment” heading for the session.
9. Describe the assignment(s). Issues to consider when writing assignments include:
  - Adult students prefer “authentic” learning activities, such as those which allow them to directly apply their experience or projects from their workplace.
  - A numbered list should be used to present the assignments, to clarify any sequences.
  - The readings for a session should be referred to in the assignment or the Study Notes section, which is described next. Use your own judgment about which is most appropriate for your own course & teaching style.
  - Clarify student responsibilities in quantitative and/or qualitative terms.
10. Repeat this procedure until you have completed the first three sessions in your course.

## Course Documents Example

### Session 2: Introduction to On-line Learning and Teaching

#### Purpose

This week provides an overview of how on-line courses work and how they compare to traditional computer based training (CBT). The relationship between on-line learning and distance learning is examined. The significance of on-line communities is discussed. You also begin work on your proposal.

#### Objectives

1. Define computer-mediated communication.
2. Distinguish between synchronous and asynchronous communication. Give examples of each.
3. Identify similarities and differences among CBT, distance education, on-line learning, and face-to-face, classroom instruction.
4. Explain some of the benefits for learners and organizations in using on-line instruction.

#### Study Notes

On-line learning is fundamentally about interaction among students and instructors. Historically this has been called Computer-Mediated Communication or CMC. The primary capability needed for on-line learning is electronic mail (email). This provides the basic link between students and instructor. A second primary capability is a discussion forum (often referred to as a bulletin board) that allows for a cumulative record of group interaction. A third basic capability is some form of real-time conferencing.

Note that e-mail and discussion forums are asynchronous modes of interaction, meaning that people can use them anytime they wish. On the other hand, real-time conferencing involves synchronous interaction that requires everyone to participate simultaneously. The latter reduces the flexibility of on-line courses and hence should be used sparingly. It is the asynchronous form of on-line interaction that most students and instructors find valuable because it eliminates the need to be at a particular place at a particular time. For further discussion of this issue, see the lesson "It's About Time" in the Resources folder.

It is important to understand that the nature of interaction in CMC is different from traditional forms of Computer-Based Training (CBT). In CBT, the interaction is with the content embedded in the program, rather than with other people. CBT may take the form of tutorials, drills, quizzes, simulations or games. CBT is fine for self-study, but it doesn't have the powerful motivating aspect of human interaction. There is no reason, however, why an on-line course can't involve both CMC and CBT elements.

Continued on Next Page

### Course Documents Example (Continued)<sup>1</sup>

#### Assignment

Write part 1 of your proposal for an on-line course, set of mentoring activities, or other on-line educational program. First, briefly describe the on-line educational activity that you are proposing. Next, help your colleagues to understand what on-line education involves by explaining terminology like distance education, on-line learning, CMC, CBT, and the difference between classroom (face-to-face) and on-line education. (Assume that your colleagues know little about the subject.) Finally, point out ways in which your proposal will benefit your learners and your organization.

Remember each part of the proposal should be no more than 1-2 paragraphs (100 words). Keep a word processed copy for yourself; you will be adding to it as the course progresses. Post it to the course discussion forum for week 2 no later than the end of the day on Thursday, Dec. 16.

Read at least one other student's posting. Reply with constructive feedback in the discussion forum for week 2 no later than the end of the day on Sunday, Dec. 19.

Read all the feedback on your proposal; pay particular attention to ideas that you may want to incorporate into your final draft.

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<sup>1</sup> This example of course documents has been shortened to accommodate space limitations in this manual. To see complete examples of course documents, revisit the sample courses listed on the Instructional Design Web-site.



## **Writing Communication Activities**

The high degree of interaction that can occur in a course using a system like CourseInfo sets Web-based courses apart from other forms of distance or resident education. Your role in the Communication area of CourseInfo is to initiate and maintain student discussions. This section describes how to design the discussions and describe it in the Course Content Template, so the interactions can most easily be presented in CourseInfo. For most courses at Walden, the discussion area is the focal point of an online course, both in student interest and the learning that can occur.

### ***Procedure 7: Writing Thread Openers***



You probably have a good idea of the kind of interaction that will occur in your course, based on the assignments you wrote in the last section. All you have to do now is write the message that will initiate student work on the assignment. Something to consider is the difference between a forum and a thread. CourseInfo uses the most common definitions of these terms. That is, a forum is a collection of discussion threads. A discussion thread is a series of text messages relating to a specific subject, which you have likely experienced in e-mail. Headings for three threads are provided in the Course Content Template for each session. Add or remove headings to meet the needs of your assignments.

1. Headings for three threads are provided in the Course Content Template for each session. Add or remove headings to meet the needs of your assignments. Insert the cursor after the “Subject” heading for the session and thread heading you are writing.
2. Write the subject for the thread.
3. Insert the cursor on the line below the “Message” heading for the session and thread heading you are writing.
4. Write the message for this thread, which will be the opening message.
5. Repeat the previous steps for each thread in the session you are writing. Consider the following issues when creating threads for a particular session.
  - Having too many threads in a session (about 5 or 6, depending on class size) leads to many threads with few postings.
  - Having too few threads in a session (about 1 or 2, depending on class size) leads to few threads with many postings.
  - Refer to the courses you have evaluated for ideas on structuring discussions.
6. Repeat this procedure for the three sessions you have been writing.

Since writing a forum opener usually involves the assignment for a session, the example below includes an assignment and its associated thread opener.

Assignment Example
<p><b>Module 6: Managing Change</b></p> <p><b>Purpose</b> Students will consider the nature of change and relevant models for managing it in the workplace.</p> <p><b>Objectives</b> Understand common elements and phases of change. Critically analyze how models of change relate to various work situations (or cases). Compare your analysis with those of other students.</p> <p><b>Activities</b></p> <ol style="list-style-type: none"><li>1. The four students who have been contacted to post cases this week will begin the class discussion. For those four students, describe an event from your work experience that relates to one of the models in the readings. Be sure to include questions or ambiguous issues for other students to consider.</li><li>2. Other students should write at least 3 replies to the cases that are posted.</li><li>3. The four students who posted cases should moderate the discussion during the session and summarize it at the end of the session.</li></ol>

Thread Opener Example
<p><b>Subject: Module 6: Managing Change</b></p> <p>Thread 1 Subject: Jose's case Thread 1 Message: Jose, post your case here. Other students should reply to this case as described in the assignment.</p> <p>Thread 2 Subject: Kevonia's case Thread 2 Message: Kevonia, post your case here. Other students should reply to this case as described in the assignment.</p> <p>Thread 3 Subject: Kwan-Jun's case Thread 3 Message: Kwan-Jun, post your case here. Other students should reply to this case as described in the assignment.</p> <p>Thread 4 Subject: Michael's case Thread 4 Message: Michael, post your case here. Other students should reply to this case as described in the assignment.</p>

You have now completed the basic information for three sessions in your Course Content Template. If you feel uncomfortable with how they turned out, you can always make revisions later. Actually, it is quite likely that you will revise these and other sessions as you develop more sessions. The next section of this manual will describe how to enter your current syllabus and course content information into CourseInfo. When you have completed your course content template, send it to the designer you are working with for review. When your content is complete, the designer will send you the URL and other information so you can begin entering the content of your course into CourseInfo. The next chapter in this manual describes and how to move course content into CourseInfo.

## Chapter 3: Creating a Course in CourseInfo

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So far, you have been working in word processor documents. Soon, you will begin entering the information from these documents into CourseInfo. Before actually entering your syllabus and course information into CourseInfo, you will need to understand the basics of the CourseInfo Control Panel, which is where you will enter information about your course. Students do not have access to the Control Panel.

### ***Exploring the CourseInfo Control Panel***

Only a small part of the CourseInfo Control Panel is described here. As previously mentioned, only the most common parts of CourseInfo will be described in this manual. You will need to learn other parts of the Control Panel, but the CourseInfo Instructor Manual will be used for this purpose. A link to the CourseInfo Manual is available on the Instructional Design Web-site. To help you become acquainted with the CourseInfo Instructor Manual, selected sections of it are included in *Appendix E*, which begins on page 63.

#### ***Procedure 8: Exploring the CourseInfo Control Panel***



By now, the Instructional Designer you are working with should have given you a URL to your CourseInfo course. Your course is actually a template that contains the structure which Walden has adopted for courses in CourseInfo. If you do not have access to the Web, a copy of the course template is included in *Appendix F: Course Template*, which begins on page 87.

1. View your course in a Web-browser.
2. Read *Appendix E1 Using the Control Panel*, which begins on page 64. While you read this appendix, view your course and explore the Control Panel in your course.

**Important:** Avoid changing your course as you explore the control panel because you may change things that will affect your ability to follow the remaining instructions in this manual.

This essentially means that you are encouraged to click on any button to see what it does, *except* those that say “Remove” or “Submit”. If you do change something by mistake, ask the Instructional Designer working with you for help in correcting the mistake.

Now that you have explored the CourseInfo Control Panel, you can enter your course information into CourseInfo. This process and the procedures that follow will have you switch between your word processor and Web-browser often. If you are using Windows, this is done by holding down the Alt key and pressing the tab key. A similar keystroke works for most Macintosh computers. This keystroke is Command-Tab. If it does not work on your Macintosh, use the mouse to select a program from the Applications menu in the upper-right corner of the screen. Note, you will need both your syllabus and course content information to complete the remaining procedures.

### ***Entering Staff Information***

Entering staff information is one of the simplest tasks in CourseInfo, so it is a good place to start using the Control Panel.

#### ***Procedure 9: Entering Staff Information***



As you read this procedure, you may consider typing staff information directly into CourseInfo, instead of copying and pasting it from your syllabus as described. This will work fine, but consider following the procedure as written in order to practice moving information from your syllabus into CourseInfo.

1. You are probably viewing CourseInfo control panel for your course. If you are not, open your course in a Web-browser and enter the Control Panel.
2. Read *Appendix E2: Adding a Staff Member*, which begins on page 69. It will be useful to view the staff information section of the Control Panel as you read about it. However, do not complete the tasks described in *Appendix E2* because they will be slightly different for Walden's style of using CourseInfo. These differences will be described later in this procedure.
3. When you have finished reading *Appendix E2*, Return to the main page for the Control Panel if you are not already there.
4. In the Page Editors section of the Control Panel, click on "Staff Information."
5. Two entries will appear. The first is where your information will be located. The second is for the Walden Help Desk. Click on the "Modify Item" button for the first entry.
6. A form will appear for you to enter information about yourself.
7. Switch to your course syllabus, or open it in your word-processor.
8. Copy your first name.
9. Switch to the CourseInfo Control Panel.
10. Paste your first name into the appropriate field.

This procedure is continued on the next page.

***Procedure 9: Entering Staff Information (Continued)***



11. Repeat this steps 7 through 11 for the information listed below.

- |             |                     |
|-------------|---------------------|
| - Last Name | - Phone             |
| - Email     | - Personal Link     |
| - Address   | - Other Information |

12. When you have entered your information, click on the Submit button at the bottom of the Web-page.
13. A message will appear telling you that the information was updated, along with the new information. If the information is correct, click on the Return to Control Panel button. If it is not correct, click on the Back button, on the lower-left corner of the Web-page, and revise the information.

## Entering Course Information

Entering Course information follows a procedure similar to entering Staff Information. It is slightly more complicated, though, because more text and formatting are involved.

### *Procedure 10: Entering Course Information*



Another similarity between this procedure and the last is that you will once again read a section from the CourseInfo manual and complete the procedure after you are finished reading.

1. Return to the main page for the CourseInfo Control Panel.
2. Read *Appendix E3: Adding Course Information, Course Documents, and Assignments*, which begins on page 73 of this manual. As the title of this section suggests, it contains information relevant to a few of the upcoming procedures you will be using.

As in the last procedure, it will be helpful for you to follow along in the Control Panel of your own course as you read this appendix. But once again, do not complete the tasks described in the appendix because they will be slightly different from Walden's style for using CourseInfo.

3. After you have finished reading *Appendix E3*, return to the main page for the CourseInfo Control Panel.
4. In the Page Editors section of the Control Panel, click on "Course Information".
5. Walden's style of using CourseInfo is particularly noticeable at this point because of the template that has been created for your course. This template includes several documents, such as: Course Information, Course Goals, and Course Reference Materials. Click on the "Modify Item" button for Course Information.
6. A box for you enter Course Information will appear. Switch to your syllabus, which should be open in your word-processor, to get the course information that will go into this box.
7. In your syllabus, copy what you wrote under the "Course Information" Sub-heading, which may be confused with the main "Course Information" Heading.
8. Switch to your Web-browser, so the box for Course Information appears.
9. Insert the cursor in the upper-left corner of the box.
10. Paste the course information into the box.
11. Remove any parenthetical notes in the course information box.
12. Scroll down to the bottom of the Web page and ignore the options that appear as you do.
13. Click on the "Submit button."

This procedure is continued on the next page.



***Procedure 10: Entering Course Information (Continued)***

14. The message “Content Updated” will appear above the course information you just submitted to show that CourseInfo changed the course information.
15. Click on “Back” button, which is below the course information.
16. On the screen that appears, you may have to click the Reload button in your Web-browser to see the changes you just submitted.
17. Repeat steps 5-16 for Course Goals, Course Reference Materials, Communication Requirements, Course Assignments & Grade, Grading Policies, Procedures for Submitting Student Work, First 2 Weeks Assignments, and Student Course Evaluation.

## **Entering Course Documents**

One difference between this procedure and previous procedures is that you will be working within the Session Folders that Walden has included in the course template. Since these folders are part of Walden's course template, they are not specifically described in the CourseInfo Instructors Manual. Another difference is that you will no longer be using your syllabus to copy information. Instead, you will use the Course Content Template.

### ***Procedure 11: Entering Course Documents***



1. Return to the main page for the CourseInfo Control Panel.
2. In the Page Editors section of the Control Panel, click on "Course Documents."

#### **Writing Folder Names**

3. A folder will appear for each session of the class. Click on the "Modify Item" button for the session you are working on to add the session name to the folder.
4. A field with the number of the folder will appear. Write the name of the session after the session number.
5. Scroll to the bottom of the Web-page and click on the "Submit" button.
6. A message will appear saying the content has been updated. Click on the "Back" button below this message to return to the "Course Documents" section of the Control Panel.

#### **Adding Course Documents**

7. You will once again see the list of folders for your class, with a name added to the folder you just modified. If the name does not appear, click on the "Refresh" button in your Web-browser.
8. To add documents to the folder you were just working with, click on the recently-assigned name for that folder.
9. Four documents will appear: Purpose, Objectives, Study Notes, and Assignment.
10. You will be entering information for each of these documents. Begin entering the information for this session's purpose by clicking on the "Modify Item" button for the Purpose.
11. A box will appear for you enter the Purpose. Switch to your Course Content Template, to get the Purpose for this session.
12. In your Course Content Template, copy the Purpose you wrote for this session.
13. Switch to your Web-browser, so the box for the Purpose appears again.
14. Insert the cursor in the upper-left corner of the box.
15. Paste the Purpose of this session into the box.
16. Scroll down to the bottom of the Web page.

This procedure is continued on the next page.



***Procedure 11: Entering Course Documents (Continued)***



17. Click on the “Submit” button.
18. The message “Content Updated” will appear above the Purpose you just submitted to show that CourseInfo changed the Purpose for this session.
19. Click on “Back” button, which is below the message.
20. Repeat steps 9-19 for the Objectives, Study Notes, and Assignment for this session.
21. When you have finished the first session, repeat steps 1-20 for the second and third sessions of your course.

## ***Entering Assignment Due-Dates***

The Assignments area in CourseInfo is used to give students a brief overview of when assignments are due. Detailed information about assignments is kept in the Course Documents area, along with the documents and study notes used to support assignments. This is a simple area to complete because it only contains the name and due-dates for the assignments in your course. This information may be in the Assignments sections of your Course Content Template, or you may need to refer to a calendar for the specific quarter your course is being offered.

### ***Procedure 12: Entering Assignment Due-Dates***



1. Return to the main page for the CourseInfo Control Panel.
2. In the Page Editors section of the Control Panel, click on "Assignments."
3. A document will appear listing placeholders for each session and assignments for each session. Click on the "Modify Item" button for this document.
4. Edit the document that appears to show the due-dates of assignments in your course. This is done by replacing the placeholders that say "Name of Assignment" and "Insert due date here." with the information from your own course.

## **Entering Communication Activities**

In this section, you will add the messages in your Course Content Template for beginning the discussions for each session, which were called “thread openers.” The procedure for entering thread openers is generally the same as those you’ve already completed. The major difference is that you will be working with forums and threads instead of folders and documents.

### ***Procedure 13: Entering Forum Openers***



An important terminology issue in CourseInfo is “forums” and “threads.” Forums are the highest level in CourseInfo’s communication hierarchy, so you will see them first. Threads are located inside forums, so they are one level lower on this hierarchy. You will use the thread openers from your Course Content Template to start new threads within the forum for each session.

1. Return to the main page for the CourseInfo Control Panel.
2. Exit the Control Panel by clicking on the “Return to Course” button at the top of the Web-page. This will return you to the standard view of the course.
3. Click on the “Communication” button.
4. Click on the “Discussion Board” button.

#### **Entering Forum Names**

5. Twelve forums will appear, one for each session. Their names are currently Session 1, Session 2, Session 3 ... Session 12. Your first task will be to add a name to each session.
6. Click on the “Modify” button for the session you are working with, which will initially be the first session listed.
7. Boxes for the session title and description will appear. Write the session name after the session number.  
Note: Keep the description box empty for now. Understanding what you should write in this box will make more sense later in this procedure.
8. Scroll to the bottom of the Web-page and click on the “Submit” button.

#### **Entering Thread Openers**

9. The list of forums in your course will appear again, with the name you just typed in for one of the sessions. To add the thread openers from your Course Content Template, click on the name of the forum you just entered.
10. Click on the “Start New Thread” button to enter a thread opener from your Course Content Template.

This procedure is continued on the next page.



### ***Procedure 13: (Continued)***

11. Boxes for a subject line and message will appear. Switch to your Course Content Template and copy the subject you wrote for the first thread opener you wrote for this session.
12. Switch to CourseInfo and paste the subject you just copied into the “Subject” box for this thread.
13. Now, do the same for the message in this thread. Switch to your Course Content Template and copy the thread opener that is associated with the subject you just copied & pasted.
14. Switch to CourseInfo and paste the forum opener into the “Message” box.
15. Click on the “Submit” button on the lower-right side of the Web-page.
16. Repeat steps 10 – 15 for each of the thread openers you wrote for this session.
17. When you have entered all the thread openers for this session, click on the “Back to Forum View” button at the bottom of the Web-page.

### **Writing Forum Descriptions**

18. Now that you have entered all the forum openers, it will be easier to write a description for the forum you were just working with. Click on the “Modify” button for the forum you were just working with to add a description of the forum. Note: Be sure to click on the “Modify” button and not the name of the forum.
19. In the “Description” box, write a description of how the forums relate to the assignment for this session. This is an overview of all the forums in the session. This overview can also be a reminder to students of what they are supposed to do in the threads or how many postings they are required to make in the threads. Referring back to the session assignment in your Course Content Template may be helpful.
20. When you have finished writing in the “Description” box, click on the “Submit” button at the bottom of the Web-page.
21. The list of forums will appear again. Complete steps 5 – 20 for each of the sessions and forum openers you wrote in your Course Content Template.

### ***Modifying the Course Structure***

Now that you have developed three sessions of your course, you have an idea of how courses are developed in CourseInfo. In some cases, you may also have noticed that your course does not “fit” into the procedures and templates described here. For example, some courses at Walden include a separate section for detailed assignments, instead of including assignments in the Course Documents section of CourseInfo.

There are many ways in which the options in CourseInfo can be changed to meet the needs of your course, but Walden does want some degree of standardization across courses. This makes it easier for students to find information as they take multiple courses. So when you consider customizing your course, contact the instructional designer you are working with. He or she will provide ideas for working on guidelines and will be familiar with the current ideas on course standardization.

Once you determine the structure for your course, add a section to the “Course Information” section that describes where categories of information are located in your course. The title of this section should be “Course Organization.”



## Chapter 4: Next Steps

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The exact next steps you will take depend on the needs of your class and your experience with Web-development tools. There are, however, sections of the CourseInfo Instructor Manual that you should at least glance at. These sections are listed and briefly described below<sup>2</sup>.

- **Announcements**

The announcement area is designed as a primary point of contact for your students. Announcements can be used for reminding students about when assignments are due, changes in the syllabus, corrections/Clarifications of materials, and exam schedules

- **Working With Groups**

Students can be assigned to study groups, which is useful for providing private areas small-group discussions, chats, share files, and quick e-mail access.

- **Course Calendar**

The dates and events that appear in the calendar are for all students registered in a specific course. Items to include in the calendar are session start and end dates, assignment due-dates, and dates when guest speakers will join the course.

- **Online Gradebook**

The gradebook posts all student grades associated with assessments. It also accommodates essay questions and items delivered to students outside of the CourseInfo software.

- **Digital Dropbox**

The Digital Dropbox is a tool that instructor and students can use to exchange files. The Dropbox works by “uploading” a file from a disk or a computer to a central location. A participant can then come and “download” it to work locally. Note, the Digital Dropbox is used to exchange materials between a single student and the instructor. Information that needs to be posted for all students should be placed in the Course Documents area using the Page Editors.

- **Quiz/Survey Generator**

Several types of questions can be included in a survey or assessment. All of the options (except for the essay) can be automatically evaluated. Essay questions require an instructor or TA to read and evaluate individual answers. Walden encourages you to use this resource for more than a means of graded assessment. Other utilizations to consider are student self-evaluation, a basis for making slight modifications to a course, or a resource for selecting the most appropriate teaching style.

Another source of what you should do next is the Instructional Design Web-site. A short collection of articles has been posted on this site for you to consider while you create your courses. Much work has gone into online learning during the last few decades. These articles reflect the lessons learned from this work. Of course, you can also contact the Instructional Designer that has been assigned to work with you have questions about how to proceed.

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<sup>2</sup> Note: Many of these descriptions are copied directly from the CourseInfo Instructors Manual.

### ***Procedure 14: Weekly Activities***



The steps below describe two tasks you will need to complete every week, or during the close of each session, during your course. The first task is to change the forum for the completed session, so students cannot change their messages in the forum. This prevents students from modifying the postings they have made yet allows students who fall behind to add postings. This task will draw on information you read in Procedure 13: Entering Forum Openers. You may want to review the part of the reading that refers to Modifying Forums, which is on page 84, before proceeding. The second task described below is assigning grades for the week.

#### **Removing the Option for Students to Edit Their Postings**

1. If you are in the Control Panel, to click on the "Return to Course" button at the top of the Web-page to return to your course.
2. Click on the Communication button on the left side of the screen.
3. Click on the Discussion Board icon, which is in the upper-right corner of the Web-page.
4. All the forums for your course will appear. A "Modify" button appears to the right of each forum. Click on the Modify button for the forum that has just finished.
5. If there is a check in the box next to, "Allow author to edit message after posting", remove the check by clicking on it.
6. Click on the Submit button on the bottom of the page.

#### **Assigning Grades**

7. Not all Walden faculty use the CourseInfo gradebook, so it is not described in detail here. Many use a spreadsheet, and others use a word-processor. If you would like to learn more about the CourseInfo gradebook, refer to the CourseInfo Instructor's Manual.



## **Appendix A: Sample Course**

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This appendix contains the first “page” of the Certified Online Instructor Course at Walden University.

### **Contents**

Announcements .....	38
Course Information.....	39
Staff Information .....	40
Course Documents .....	41
Course Documents for One Session.....	42
Discussion Board.....	43

## Announcements

The Web-page below is the first page of the Announcements section of the Certified Online Instructor course.

The screenshot shows a web browser window titled 'Welcome to WF12B'. The address bar shows 'WF12B: Certified On-Line Instructor Program - WF12B'. The page features a navigation menu on the left with links: Announcements, Course Information, Staff Information, Course Documents, Communication, External Links, Student Tools, Resources, Course Map, Search, Logout, and Control Panel. The main content area is titled 'Online Instructor Certification' and 'Announcements'. It lists several announcements with dates: Jan 25, 2000 (Web Evaluation Tool), Jan 18, 2000 (new folder in course documents), Jan 13, 2000 (grades updated), and Jan 12, 2000 (Week 6 - Integrating Online with Classroom Instruction). The Week 6 announcement includes a list of objectives for students to complete by Jan 17.

Steve Malikowski

WF12B: Certified On-Line Instructor Program - WF12B

### Online Instructor Certification

WALDEN INSTITUTE  
For Learning and Leadership

## Announcements

All Announcements Posted in this Course

Posted: Jan 25, 2000

A **Web Evaluation Tool** has been put in our course information forum. You can copy and paste this document or you can upload the file which is attached in rtf.

Posted: Jan 18, 2000

Check out new folder in course documents: "presentations."

Posted: Jan 13, 2000

**Grades have been updated through week 5. To receive full credit for week 5 you needed to participate in a group discussion at your group page. You can still receive more credit for this if you comply by Sunday. Onto the next week!**

Posted: Jan 12, 2000

Looking at the objectives and the mid-year survey makes me think we should be in Week 6. Let's see if we can get this completed by Jan. 17 to keep on track:

Week 6 - Integrating Online with Classroom Instruction

1. Did the student:
  - include all the required elements: description of content, audience, objectives, three activities, and selection of a completely on-line or integrated format)?
  - incorporate at least one example of asynchronous and one example of synchronous communication into the activities?
  - create a module that indicates:
    - understanding of the needs of distant, diverse, and (if appropriate) adult learners?
    - the ability to identify strategies to meet the needs of these learners?
    - understanding of the changing role of the educator in a student-centered environment?
    - the ability to identify strategies to create and foster a student-centered environment?
    - understanding of the importance of interaction and feedback in an online learning environment?
    - the ability to identify strategies to promote interaction, provide timely and meaningful feedback, and deal with non-participation?

2. Did student use the readings to justify arguments in a manner that indicated comprehension of the readings into a

## Course Information

The Web-page below is the first page of the Course Information section of the Certified Online Instructor course.

The screenshot shows a web browser window titled "Welcome to E12A". The address bar displays "http://learning.waldeninstitute.com/courses/E12A/". The page features a left sidebar with the Walden Institute logo and a navigation menu including Announcements, Course Information (selected), Staff Information, Course Documents, Communication, External Links, Student Tools, Resources, Course Map, Search, and Logout. The main content area is titled "Course Information" and includes a "Top" link. The "Current Location: Course Information" section describes the three-month certification program for educators and trainers. It lists course objectives such as understanding on-line tools, instructional design theory, on-line pedagogy, distance-based evaluation, quality processes for distance learning environments, and administering on-line courses. The "Course Objectives" section states that participants must demonstrate understanding of 10 specific areas, including basic elements of on-line courses, characteristics of distant learners, qualities of effective on-line educators, instructional and interface design considerations, tools for creating and managing on-line education, strategies for integrating on-line and classroom instruction, techniques for evaluating on-line learning courses, critical aspects of implementing a successful on-line course, ethical and legal issues, and emerging developments. The "Program Requirements" section states that participants must complete all course assignments successfully to receive Walden Institute's On-Line Instructor certification, with deadlines noted in the Course Documents. It also mentions that each participant must complete at least 12 weeks of the COI course, with eleven required and three elective weeks, and that participants completing nine weeks or less will need to retake the course in a later session and will be granted a 10% tuition discount for the second session.

**Welcome to E12A**

File Edit View Favorites Tools Help

Address <http://learning.waldeninstitute.com/courses/E12A/>

**WALDEN INSTITUTE**  
For Learning and Leadership

Steve Malikowski E12A: Certified On-Line Instructor Program - E12A

**Course Information**

[\[ Top \]](#)

**Current Location: Course Information**

**Course Information**

The Certified On-line Instructor course is a three-month, certification program for educators and trainers that provides the foundation for delivering courses and programs through interactive, Web-based technologies. Participants gain enhanced technology skills and learn effective strategies for creative, on-line teaching applications. Over 12 weeks, students experience on-line learning by participating in a dynamic, interactive program that provides an overview of instructional and operational issues influencing distance education:

- Understanding on-line tools and their purposes
- Instructional design theory and technologies
- Issues in on-line pedagogy
- Distance-based evaluation
- Quality processes for distance learning environments
- Administering and implementing on-line courses and programs.

Students complete a series of assignments related to the major project of the course: preparing a proposal for an on-line course or other on-line educational program relevant to their own interests or work setting.

**Course Objectives**

Walden Institute's Certified On-Line Instructor program requires participants to accomplish specific objectives associated with each week of the course. (The objectives are listed below.) A certificate indicating acquisition and competency in on-line instruction will be awarded to participants who complete a minimum of 12 weeks.

Participants must demonstrate understanding of:

1. Basic elements of on-line courses: email, threaded discussions, real-time conferencing
2. Characteristics of distant, diverse, and adult learners
3. Qualities of effective on-line educators
4. Instructional and interface design considerations for on-line education
5. Different tools available for creating and managing on-line education
6. Strategies for integrating on-line and classroom instruction
7. Techniques for evaluating the quality of on-line learning courses and programs
8. Critical aspects of implementing a successful on-line course or program
9. Ethical and legal issues associated with on-line education
10. Emerging developments that will affect on-line learning.

**Program Requirements**

Participants must complete all course assignments successfully to receive Walden Institute's On-Line Instructor certification. Deadlines for each assignment are noted in the Course Documents for that week; acceptance or rejection of late assignments is at the discretion of the instructor.

Each participant must complete at least 12 weeks of the COI course. (Eleven are required, three are electives; you choose 1 of the 3 electives.) If a participant completes nine weeks or less, they will need to retake the course in a later session and will be granted a 10% tuition discount for the second session.

Done Internet

## Staff Information

The Web-page below is the first page of the Staff Information section of the Certified Online Instructor course.

The screenshot shows a Netscape browser window titled "Welcome to WF12B". The address bar shows "http://www.waldenu.edu". The page content is titled "Staff Information" and includes a navigation menu on the left with links like "Announcements", "Course Information", "Staff Information", "Course Documents", "Communication", "External Links", "Student Tools", "Resources", "Course Map", "Search", "Logout", and "Control Panel". The main content area features a profile for "Facilitator Marilyn Simon", including her email, phone, address, office hours, and a detailed biography. A small portrait photo of Marilyn Simon is also present. Below the biography, there is a "Walden Help Desk" section with contact information and a "Registration Coordinator" section with contact information. The browser's status bar at the bottom shows "Done" and "Internet".

**Walden Institute**  
For Learning and Leadership

Steve Malikowski WF12B: Certified On-Line Instructor Program - WF12B

**Staff Information**

[ Top ]

**Current Location: Staff Information**

**Facilitator Marilyn Simon**

**Email:** [msimon@waldenu.edu](mailto:msimon@waldenu.edu)

**Phone:** 858-259-0345

**Address:** del Mar, CA

**Office Hours:** 8AM - noon PST Monday, Wednesday, Friday

**Personal Link:** <http://www.best-prep.net>

**Other Information:**

A short Biography Marilyn K. Simon spent the first nineteen years of her life in Brooklyn, New York. I graduated Brooklyn College at the ripe old age of nineteen, married my childhood sweetheart, Ron, and moved to Chicago. In Chicago Ron went to medical school and I taught inner city kids for 6 years and completed my masters in mathematics at the Illinois Institute of Technology. We left Chicago in 1976 and moved to San Diego with Matt (son #1) in gestation. Once in San Diego I taught for 6 years at San Diego State University while Matt and his brother, Jon, (son#2) were infants and toddlers. The boys (men?) are one year, one month, one week and one day apart! So as not to alarm Dr. Laura Schlessinger too much, (actually Dr. Laura has her own troubles to worry about) I taught 9 hours a week until the kids were in kindergarten and then taught evenings at the local community college. In 1982 I became an independent contractor teaching for several universities as well as several hospitals, businesses, and school districts around the globe. In 1990 I completed my doctoral studies in mathematics education at Walden University with an emphasis on technology, chaos theory, and gender issues in learning. I managed to get my doctoral degree right before hitting the big FOUR "Oh." I then began a short, but intense, career of teaching for educational television. I am currently one of two faculty members at Walden who is also a graduate. I am now mentoring 19 incredible students and teach many courses and seminars for Walden, University of Phoenix (where I am the faculty chair for the online graduate quants department), and Baker college. I also teach f2f statistics and research methodologies at Webster University's MBA program in addition to my educational consulting business. No ... I do not sleep much:) Ron is currently head of allergy and immunology at Scripps Clinic in La Jolla. Matt was the youngest talk show host in the country. His show was on sports with a social conscience. He is now once again on leave from UCLA. He is currently seen on MTV's Real World Hawaii. I am still recovering from the visit with the cast in April! Since returning from Hawaii he accepted a job as a production assistant for NYPD Blue. Jon is a sophomore at Cal Poly in San Luis Obispo and is majoring in girls, social life and public policy. He could have the sweetest personality on earth. He is spending his senior year in London. Ron and I recently visited him there and in Prague. I have been teaching on-line for several years. I continue to be amazed at the quality, support and excellence of this program. I am delighted to be your online facilitator and look forward to a great experience for everyone! -- Marilyn K, Simon, Ph.D. [www.best-prep.net](http://www.best-prep.net)

**Walden Help Desk**

**Email:** [help@waldeninstitute.com](mailto:help@waldeninstitute.com)

**Phone:** 800/925-3368, ext 236 or +1.612.338.7224, ext 236

**Address:** 155 Fifth Avenue South  
Suite 200  
Minneapolis, MN, USA 55401

**Office Hours:** Mon-Sat, 9am-9pm US Central Time Zone.

**Other Information:**  
After 5PM US Central Time Zone and Saturdays & Holidays, call +1.877.217.8165 TOLL FREE

**Registration Coordinator**

**Email:** [regcoordinator@waldeninstitute.com](mailto:regcoordinator@waldeninstitute.com)

**Phone:** 941/498-7765, ext 138 or 800/237-6434, ext 138

**Address:** 24311 Walden Center Dr  
Bonita Springs, FL, USA 34134

**Office Hours:** 8:30 AM - 5:30 PM US Eastern Time Zone

## Course Documents

The Web-page below is the Course Documents section of the Certified Online Instructor course.

The screenshot shows a web browser window titled "Welcome to WF12B". The browser's address bar displays "Steve Malikowski" and "WF12B: Certified On-Line Instructor Program - WF12B". The page content is organized into a sidebar and a main area. The sidebar on the left features the "Walden Institute" logo with the tagline "For Learning and Leadership". Below the logo is a vertical menu with buttons for "Announcements", "Course Information", "Staff Information", "Course Documents" (which is highlighted), "Communication", "External Links", "Student Tools", "Resources", "Course Map", "Search", "Logout", and "Control Panel". At the bottom of the sidebar is a "Powered By" logo for "Bb Blackboard". The main content area has a header "Course Documents" and a sub-header "[ Top ]". Below this, it states "Current Location: Course Documents". A list of folders follows, each preceded by a folder icon: "Presentations" (with a description: "Techniques for making online presentations."), "Week 1: Orientation to the Internet/Web", "Week 2: Introduction to On-line Learning and Teaching", "Week 3: Knowing Your Audience", "Week 4: Effective Teaching in an On-line Environment", "Week 5: Instructional and Interface Design", "Week 6: Integrating Classroom and On-line Instruction", "Week 7: Management and Support of On-line Learning", "Week 8: On-line Authoring and Management Tools", "Week 9: Quality Assessment and Evaluation", "Week 10: Ethics and Legal Issues in On-line Courses", "Week 11 Elective: Financial Aspects of On-line Learning", "Week 11 Elective: Organizational Aspects of On-line Learning", "Week 11 Elective: Authoring and Implementing a Course", "Week 12: Emerging Developments", "Further Resources" (with a description: "Bibliography and a lesson on asynchronous threaded discussion forums."), and "Peer Evaluation" (with a description: "Please fill our inside form -- you will probably need to copy and paste to a word document."). The browser's status bar at the bottom shows "Internet".

## Course Documents for One Session

The Web-page below contains the course documents for one session in the Certified Online Instructor Course.

The screenshot shows a web browser window titled 'Welcome to WF12B'. The address bar shows 'WF12B: Certified On-Line Instructor Program - WF12B'. The page content includes a sidebar with navigation links: Announcements, Course Information, Staff Information, Course Documents (selected), Communication, External Links, Student Tools, Resources, Course Map, Search, Logout, and Control Panel. The main content area is titled 'Course Documents' and shows the current location as 'Week 2: Introduction to On-line Learning and Teaching'. It includes sections for Purpose, Objectives (a list of four points), Study Notes (with sub-sections on Basic Elements of On-line Courses and Synchronous Conferencing), and a video clip link.

**Welcome to WF12B**

File Edit View Favorites Tools Help

Steve Malikowski WF12B: Certified On-Line Instructor Program - WF12B

### Course Documents

[ Top ] : [ Week 2: Introduction to On-line Learning and Teaching ]

**Current Location: Week 2: Introduction to On-line Learning and Teaching**

◀ Back

#### Purpose

This week provides an overview of how on-line courses work and how they compare to traditional computer based training (CBT). The relationship between on-line learning and distance learning is examined. The significance of on-line communities is discussed. You also begin work on your proposal.

#### Objectives

1. Define computer-mediated communication.
2. Distinguish between synchronous and asynchronous communication. Give examples of each.
3. Identify similarities and differences among CBT, distance education, on-line learning, and face-to-face, classroom instruction.
4. Explain some of the benefits for learners and organizations in using on-line instruction.

#### Study Notes


##### The Basic Elements of On-line Courses

On-line learning is fundamentally about interaction among students and instructors. Historically this has been called *Computer-Mediated Communication* or CMC. The primary capability needed for on-line learning is electronic mail (email). This provides the basic link between students and instructor. A second primary capability is a discussion forum (often referred to as a bulletin board) that allows for a cumulative record of group interaction. A third basic capability is some form of real-time conferencing.

Note that e-mail and discussion forums are *asynchronous* modes of interaction, meaning that people can use them anytime they wish. On the other hand, real-time conferencing involves *synchronous* interaction that requires everyone to participate simultaneously. The latter reduces the flexibility of on-line courses and hence should be used sparingly. It is the *asynchronous* form of on-line interaction that most students and instructors find valuable because it eliminates the need to be at a particular place at a particular time. For further discussion of this issue, see the lesson "It's About Time" in the Resources folder.

It is important to understand that the nature of interaction in CMC is different than traditional forms of Computer-Based Training (CBT). In CBT, the interaction is with the content embedded in the program, rather than with other people. CBT may take the form of tutorials, drills, quizzes, simulations or games. CBT is fine for self-study, but it doesn't have the powerful motivating aspect of human interaction. There is no reason, however, why an on-line course can't involve both CMC and CBT elements.

---

 Many vendors now offer large selections of CBT-type courses via the Web. Kevin Oakes of Click2Learn ([www.click2learn.com](http://www.click2learn.com)) explains the philosophy of being a "one-source" solution to customer needs for online training.

[Click here to play the video clip \(Real Media\)](#)

---

#### Synchronous Conferencing

Synchronous conferencing involves real-time interaction using audio or video connections and shared screens (i.e., whiteboards) or applications. Chat programs are a text-based version of this capability. One of

Done Internet

## Discussion Board

The Web-page below is the first page of the Discussion Board of the Certified Online Instructor course.

The screenshot shows a web browser window titled "Welcome to WF12B". The address bar shows "WF12B: Certified On-Line Instructor Program - WF12B". The page features a left sidebar with the Walden Institute logo and navigation links: Announcements, Course Information, Staff Information, Course Documents, Communication, External Links, Student Tools, Resources, Course Map, Search, Logout, and Control Panel. The main content area is titled "Discussion Board" and lists nine forums. Each forum entry includes a number in a dropdown menu, a title, a description, a message count, and "MODIFY" and "REMOVE" buttons.

Forum Number	Forum Title	Description	Message Count
1	Chat Room	Let us use this room for informal discussions. Please post a brief answer to the following: 1. How long have you been with Walden? 2. What division are you in? 3. What is your major area of specialization? 4. Where do you live - when not in cyberland? 5. What is one thing we will not find on your formal CV?	[ 37 Messages ] [ All New ]
2	General Reflections	Use this Forum to post messages about what you have learned in the course so far or questions/issues you would like to discuss further.	[ 33 Messages ] [ All New ]
3	Week 1: Project Descriptions (Assignment 4)	Post an outline of the learning task or subject area that you plan to use for your course project and an explanation of why you selected that topic.	[ 42 Messages ] [ All New ]
4	Week 2: Part 1 of your proposal	Post Part 1 of your proposal and your feedback about the proposals of others.	[ 53 Messages ] [ All New ]
5	Week 3: Part 2 of your proposal	Post Part 2 of your proposal and your feedback on the proposals of others.	[ 44 Messages ] [ All New ]
6	Week 4: Part 3 of your proposal	Post Part 3 of your proposal and your feedback on the proposals of others.	[ 44 Messages ] [ All New ]
7	Week 6: Part 4 of your proposal	Post Part 4 of your proposal.	[ 29 Messages ] [ All New ]
8	Week 7: Part 5 of your proposal	Post Part 5 of your proposal.	[ 47 Messages ] [ All New ]
9	Week 8: Part 6 of your proposal	Post Part 6 of your proposal.	[ 19 Messages ] [ All New ]





## **Appendix B: Education Syllabus Template**

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This appendix contains the syllabus template for Education courses. An electronic version of this template is available at "<http://www.waldenu.edu/coruseinfo/faculty>". This Web-site requires the username "faculty" and the password "distributed", no quotes.

### **Contents**

STAFF INFORMATION .....	46
COURSE INFORMATION .....	47

# Design Team Generic Syllabus Template

For Psychology Courses At Walden University  
August 13, 2000

This template is designed to make it easy to organize course information so it can be conveniently entered into Blackboard *CourseInfo*™. For example, most of the headings in this template are identical to the headings in *CourseInfo*. Headings are also listed in the order they appear in *CourseInfo*. The first step in completing this syllabus is to change the heading above. Replace the heading above to the number of your course and the quarter number it will be offered, such as Psyc8450-01.

(Note: Text that appears in parentheses contains information for you that **does not** belong in your final syllabus. Delete such text after you have completed the section it describes.)

## ***Staff Information***

---

(Complete the information below regarding the course instructor.)

First Name

Last Name

Email Address (WaldenU only)

Telephone Number

Office Hours (Can be estimated at this time)

Personal Link (Optional)

Other Information

## ***Course Information***

---

### **COURSE NAME:**

Quarter: Summer 2000 (change to reflect current quarter)

Dates: June 1, 2000 – August 20, 2000 (change to reflect current quarter)

### **COURSE INFORMATION**

(The Instructional Designer working with you on this course will provide the most recent description here, from the curriculum guide.)

### **COURSE GOALS**

(These will be the general goals of the course. The specific objectives / outcomes are specifically outlined in each weekly course document.)

### **COURSE REFERENCE MATERIALS**

#### *Required Texts and Readings*

(These will be the details regarding textbooks, and reading packets/articles. If a reading packet is available through TIS, indicate this here.)

#### *Recommended or Related References*

(These will be the details regarding related/recommended readings or references.)

### **ORDERING TEXTBOOKS AND READING PACKETS**

(Keep the following paragraph in all syllabi)

Texts and reading packets can be ordered from TIS Bookstore, 1302 East Third St., Bloomington, IN 47401 (1-800-973-1302). Textbook orders should be placed immediately following confirmation of course registration. Texts may also be accessed through many university libraries. Information on ordering from TIS can be found on the Walden website at "<http://www.waldenu.edu/union/tis.html>".

## **COMMUNICATION REQUIREMENTS**

(The paragraph below is an example for the communication requirements in your course.)

1) The course is divided into twelve weekly "sessions." Discussion will occur within your course "Discussion Board, " in a forum designated for each session. To locate the Discussion Board, click once on the "Communication" button (to the left) and, then, on the words, "Discussion Board."

(Next, describe your course-specific communication requirements, when you will post to the forum, how often students should post to the forum, and other communication requirements you may have. An example is provided below.)

I will post new weekly questions every Sunday evening. As a student, you are expected to post a MINIMUM of two contributions to the discussion each week. These postings may be brief but they must be a substantive contribution to the topic under discussion and reflect the quality of discourse characteristic of a doctoral level seminar.

(Keep the following paragraph in all syllabi.)

Sessions are defined as Monday through Sunday; see the Class Schedule section below.

Participation in the weekly online class discussions is an integral part of this course, and any deviation from it will affect your grade negatively.

## **COURSE ASSIGNMENTS AND GRADE WEIGHTING**

(Describe how each assignment or set of assignments will affect the student's grade, which is often done by assigning a percentage to each assignment. )

## **GRADING POLICIES**

(The paragraph below is a sample grading policy.)

Walden's standard grading policy will be used in this course. Information on this policy is at

"<http://www.waldenu.edu/handbooks/9900/4university/ch02.html#iv>"

## **PROCEDURES FOR SUBMITTING STUDENT WORK**

(Keep the following paragraph in all syllabi.)

Students are to submit all assignments to the instructor based on the timetable specified in this course syllabus or as specified by the instructor.

(Include course-specific information related to using *CourseInfo*'s “Digital Drop-Box” for submitting papers and the use of the “Discussion Board” for participating in the threaded weekly discussions.)

## **FIRST TWO WEEK'S ASSIGNMENTS**

(Keep the following paragraph in all syllabi.)

Your entire weekly calendar and the associated assignments for this course are available in the “Assignments” area. Prior to starting the course, you may want to get a start on the assigned readings for the course. Therefore, reading assignments for the first two weeks of this course are posted below.

(Write a detailed description of the first two reading assignments here.)

## **STUDENT COURSE EVALUATION**

(Keep the following paragraph in all syllabi.)

Completion of an online Course Evaluation Form is the final required assignment in this course. This evaluation allows you to submit an anonymous evaluation of the course and instruction provided. All submitted course evaluation data is combined to form aggregate data. No unique student information (e.g., name, e-mail address, etc.) is included in any reports created from this form. Only aggregate data and comments will be shared with the instructor and program director.

(Complete this revision info (date and your initials) each time you save the syllabus)

Revised 8/14 KP



## **Appendix C: Psychology Syllabus Template**

This appendix contains the syllabus template for Psychology courses. An electronic version of this template is available at "<http://www.waldenu.edu/coruseinfo/faculty>". This Web-site requires the username "faculty" and the password "distributed", no quotes.

### **Contents**

STAFF INFORMATION.....	52
COURSE INFORMATION.....	53

# Design Team Generic Syllabus Template

For Psychology Courses At Walden University

August 13, 2000

This template is designed to make it easy to organize course information so it can be conveniently entered into Blackboard *CourseInfo*<sup>™</sup>. For example, most of the headings in this template are identical to the headings in *CourseInfo*. Headings are also listed in the order they appear in *CourseInfo*. The first step in completing this syllabus is to change the heading above. Replace the heading above to the number of your course and the quarter number it will be offered, such as Psyc8450-01.

(Note: Text that appears in parentheses contains information for you that **does not** belong in your final syllabus. Delete such text after you have completed the section it describes.)

## ***Staff Information***

---

(Complete the information below regarding the course instructor.)

First Name

Last Name

Email Address (WaldenU only)

Telephone Number

Office Hours (Can be estimated at this time)

Personal Link (Optional)

Other Information



## **Course Information**

---

### **COURSE NAME:**

Quarter: Summer 2000 (change to reflect current quarter)

Dates: June 1, 2000 – August 20, 2000 (change to reflect current quarter)

Mode: (A, B, or C.)

### **COURSE INFORMATION**

(The Instructional Designer working with you on this course will provide the most recent description here, from the curriculum guide.)

### **COURSE GOALS**

(These will be the general goals of the course. The specific objectives / outcomes are specifically outlined in each weekly course document.)

### **COURSE REFERENCE MATERIALS**

#### *Required Texts and Readings*

(These will be the details regarding textbooks, and reading packets/articles. If a reading packet is available through TIS, indicate this here.)

#### *Recommended or Related References*

(These will be the details regarding related/recommended readings or references.)

### **ORDERING TEXTBOOKS AND READING PACKETS**

(Keep the following paragraph in all syllabi)

Texts and reading packets can be ordered from TIS Bookstore, 1302 East Third St., Bloomington, IN 47401 (1-800-973-1302). Textbook orders should be placed immediately following confirmation of course registration. Texts may also be accessed through many university libraries. Information on ordering from TIS can be found on the Walden website at "<http://www.waldenu.edu/union/tis.html>".

## COMMUNICATION REQUIREMENTS

(The paragraph below is an example for the communication requirements in your course.)

1) The course is divided into twelve weekly "sessions." Discussion will occur within your course "Discussion Board, " in a forum designated for each session. To locate the Discussion Board, click once on the "Communication" button (to the left) and, then, on the words, "Discussion Board."

(Next, describe your course-specific communication requirements, when you will post to the forum, how often students should post to the forum, and other communication requirements you may have. An example is provided below.)

I will post new weekly questions every Sunday evening. As a student, you are expected to post a MINIMUM of two contributions to the discussion each week. These postings may be brief but they must be a substantive contribution to the topic under discussion and reflect the quality of discourse characteristic of a doctoral level seminar.

(Keep the following paragraph in all syllabi.)

Sessions are defined as Monday through Sunday; see the Class Schedule section below.

Participation in the weekly online class discussions is an integral part of this course, and any deviation from it will affect your grade negatively.

## COURSE ASSIGNMENTS AND GRADE WEIGHTING

(Describe how each assignment or set of assignments will affect the student's grade, which is often done by assigning a percentage or points to each assignment.)

## GRADING POLICIES

(Describe any course-specific grading policies.)

(Keep the following paragraph in all syllabi.)

Your grade for this course will be determined in the following manner. In addition, please refer to the *Student Handbook* for additional information related to grades in this program.

1. A grade of "A" (superior) will be reserved for work that is superior when compared to other graduate students. This means that all participation requirements have been met, all on-line assignments completed on time, and a research paper of superior quality has been submitted. A superior paper will demonstrate breadth and depth of knowledge and critical thinking. The paper will follow APA Publication Manual guidelines and be free of typographical, spelling and grammatical errors.

2. A grade of "B" (satisfactory) will be assigned to those students who meet all participation requirements, in a manner that reflects graduate quality thinking and who submit a paper that is considered average in quality for a graduate student.
3. A grade of "C" (marginal) will be assigned to students who meet the majority of participation requirements, and submit a research paper that meets the requirements of the instructor. However, the overall quality of the work submitted is below the average of that usually expected of a graduate student.
4. A grade of "F" (unsatisfactory) will be assigned to those students who do not meet the criteria specified for a "C" grade.
5. A grade of "I" (incomplete) will be assigned to those students who negotiate the awarding of an "I" with the course instructor. The Incomplete must be requested by email prior to the date established by the instructor but no later than the 15th day of the last month of the quarter. The following minimum conditions must be met: (a) all online participation requirements have been met, (b) any and all online writing assignments were submitted on time, and (c) a draft of the research paper was submitted on time. Final papers and other required coursework must be submitted to the faculty member no later than the first day of the third month of the quarter following the one in which the "I" was awarded.
6. A grade of "W" can be awarded by the registrar to students who notify the registrar, in writing, that they wish to withdraw from the course. Notification must be received no later than the 45<sup>th</sup> day of the quarter.

## **PROCEDURES FOR SUBMITTING STUDENT WORK**

(Keep the following paragraph in all syllabi.)

Students are to submit all assignments to the instructor based on the timetable specified in this course syllabus or as specified by the instructor.

(Include course-specific information related to using *CourseInfo*'s "Digital Drop-Box" for submitting papers and the use of the "Discussion Board" for participating in the threaded weekly discussions.)

## **FIRST TWO WEEK'S ASSIGNMENTS**

(Keep the following paragraph in all syllabi.)

Your entire weekly calendar and the associated assignments for this course are available in the “Assignments” area. Prior to starting the course, you may want to get a start on the assigned readings for the course. Therefore, reading assignments for the first two weeks of this course are posted below.

(Write a detailed description of the first two reading assignments here.)

## **STUDENT COURSE EVALUATION**

(Keep the following paragraph in all syllabi.)

Completion of an online Course Evaluation Form is the final required assignment in this course. This evaluation allows you to submit an anonymous evaluation of the course and instruction provided. All submitted course evaluation data is combined to form aggregate data. No unique student information (e.g., name, e-mail address, etc.) is included in any reports created from this form. Only aggregate data and comments will be shared with the instructor and program director.

(Complete this revision info (date and your initials) each time you save the syllabus)

**Revised 8/14 KP**

## Appendix D: Course Content Template

---

This is a printout of the Course Content Template. An electronic copy of this template is available on the Instructional Design Web-site. This document is meant to be combined with your syllabus to create all of the content necessary to create a course in CourseInfo.

### Contents

COURSE DOCUMENTS FOR SESSION 1 .....	58
COURSE DOCUMENTS FOR SESSION 2 .....	59
COURSE DOCUMENTS FOR SESSION 3 .....	60
COMMUNICATION .....	61
<i>Session 1:</i> .....	61
<i>Session 2:</i> .....	61
<i>Session 3:</i> .....	61

### ***Course Documents for Session 1***

---

(Headings and Sub-headings for three course sessions are provided in this section.)

#### **Course Documents for Session 1: (Insert a name for the Session here)**

Purpose

Objectives

Study Notes

Assignments(s)

## ***Course Documents for Session 2***

---

### **Course Documents for Session 2: (Insert a name for the Session here)**

Purpose

Objectives

Study Notes

Assignments(s)

### ***Course Documents for Session 3***

---

#### **Course Documents for Session 3: (Insert a name for the Session here)**

Purpose

Objectives

Study Notes

Assignments(s)



**Session 1: (Insert the name of Session 1 here)**

Thread 1 Subject  
Thread 1 Opening Message

Thread 2 Subject  
Thread 2 Opening Message

Thread 3 Subject  
Thread 3 Opening Message

**Session 2: (Insert the name of Session 2 here)**

Thread 1 Subject  
Thread 1 Opening Message

Thread 2 Subject  
Thread 2 Opening Message

Thread 3 Subject  
Thread 3 Opening Message

**Session 3: (Insert the name of Session 3 here)**

Thread 1 Subject  
Thread 1 Opening Message

Thread 2 Subject  
Thread 2 Opening Message

Thread 3 Subject  
Thread 3 Opening Message



## **Appendix E: Sections From the CoursInfo Instructor Manual**

This appendix contains selected sections from the CoursInfo Instructor Manual. These include:

### **Contents**

Appendix E1: Using the Control Panel .....	53
Appendix E2: Adding a Staff Member .....	58
Appendix E3: Adding Course Information, Course Documents, & Assignments ....	62
Appendix E4: Discussion Board .....	68

## **Appendix E1: Using the Control Panel**

This section of the CourseInfo Instructor Manual introduces the Control Panel, which instructors use to create and maintain a course. *Procedure 9: Exploring the CourseInfo Control Panel* refers to this section.

### **Contents**

Using the Control Panel .....	65
Entering the Control Panel .....	65
Returning to the Course Home Page .....	65
Overview of the Control Panel.....	65
Viewing the Control Panel .....	66
Navigating from within the Control Panel .....	67
Accessing Features from the Control Panel .....	67
Returning to the Control Panel.....	68
Returning to the Course Home Page .....	68

## Using the Control Panel

All course administration is done through the Control Panel. This area is only available to the instructor, teaching assistant, grader, or course builder depending on the user roles defined by the instructor.



Click here to enter the Control Panel and populate your course with assignments, assessments and other course materials.

### Entering the Control Panel

**Step 1:** Within the *Course View*, click the **Control Panel** button.

### Returning to the Course Home Page

**Step 1:** From the *Control Panel*, select the **Return To Course** button located in the *Control Panel Banner*.

## Overview of the Control Panel

The Control Panel is comprised of six function categories:

### Page Editors:

This area provides the access and tools necessary to add text, files, and information into your course.

### Assessment:

This area provides a tool for creating assessment materials such as quizzes and surveys. This area also contains the gradebook and course statistics.

### Assistance:

Technical support and online documentation are available in the assistance area to help you during the course development process.

**User Management:**

This area provides tools for the instructor to manage all items regarding student enrollment.

**Communication Center:**

This area contains the communication tools for instructors to send e-mail, post discussions, have chats, and work in groups with students enrolled in their course.

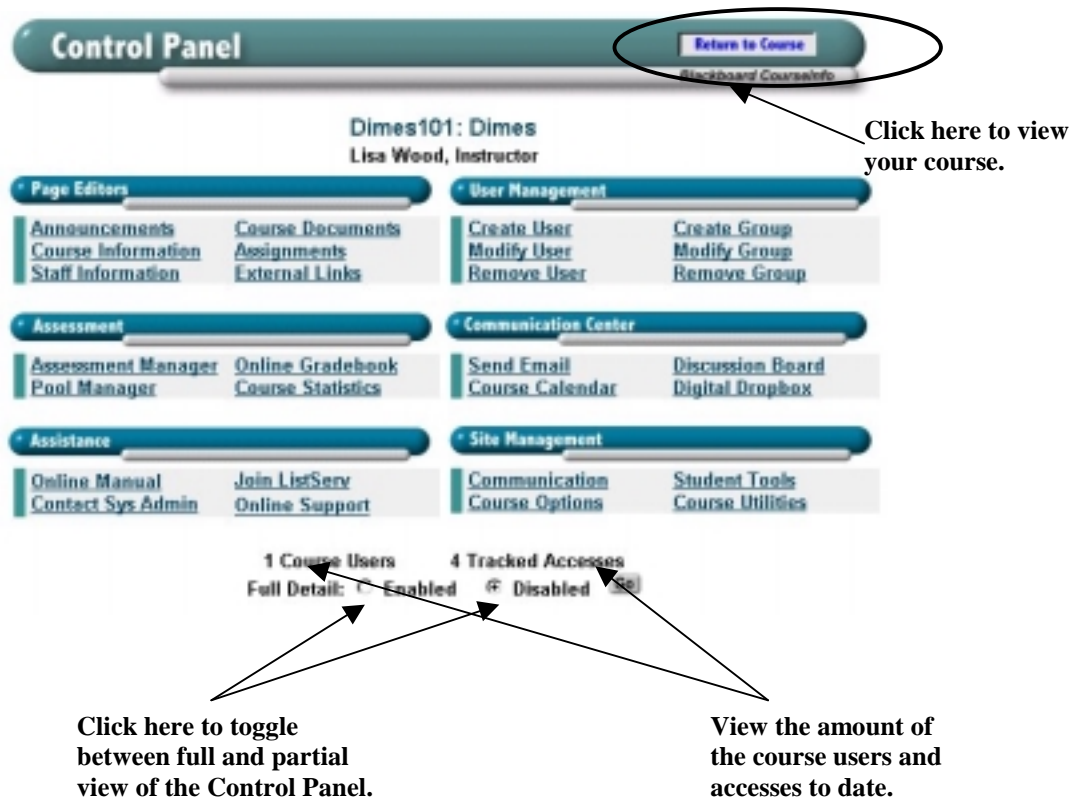
**Site Management:**

Security and customization options are located in this area for advanced management of course components.

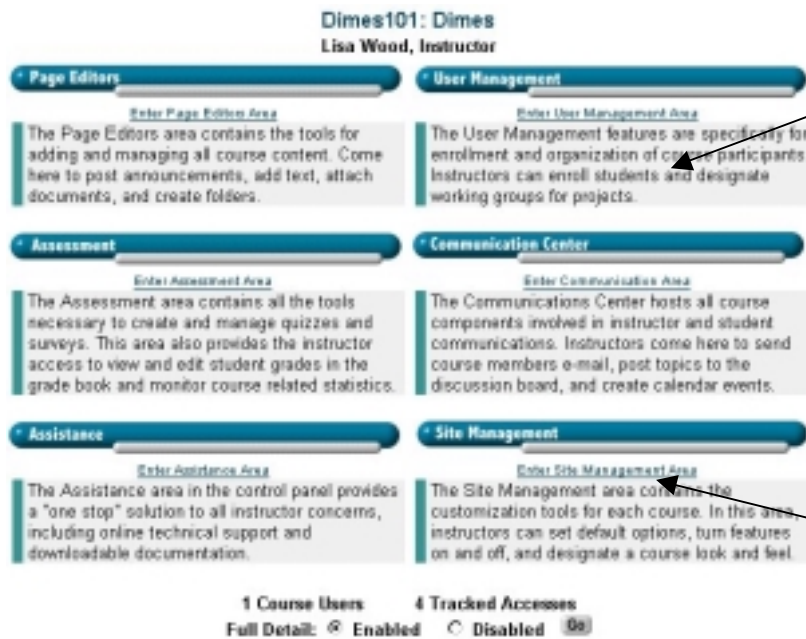
## Viewing the Control Panel

The items in the Control Panel can be viewed in full or partial detail. Full detail provides a brief description about each feature. This view is recommended for new users. Partial detail allows the user direct access to the Control Panel functions.

**Example of the Control Panel:** *Full detail view is disabled in this version of the Control Panel.*



**Example of the Control Panel:** *Full detail view is enabled in this version of the Control Panel.*



Details on each section of the Control Panel are displayed here.

Click the link to access the corresponding section of the Control Panel.

To switch between the viewing options:

**Step 1:** From the bottom of the *Control Panel*, select **Enabled** or **Disabled**.

Full Detail: ☒ Enabled   ☐ Disabled   **Go**

**Step 2:** Click on the **Go** button to submit your request.

## Navigating from within the Control Panel

### Accessing Features from the Control Panel

**Step 1:** In the **Full View** of the *Control Panel*, click the link of the corresponding section then click the link that you would like to access. In the **Partial View** of the *Control Panel*, click the link of the section you would like to access.

**Step 2:** Select the function by clicking the link.

### **Returning to the Control Panel**

From anywhere within a function, to return to the Control Panel:

**Step 1:** Select the **Return to Control Panel** button in the *Control Panel Banner*.

### **Returning to the Course Home Page**

From anywhere within a function, to return to the course home page:

**Step 1:** Select the **Return to Course** button in *the Control Panel Banner*.



## ***Appendix E2: Adding a Staff Member***

This section of the CourseInfo Instructor Manual describes how to add and edit information about staff members in a course. *Procedure 10: Entering Staff Information* refers to this section.

### **Contents**

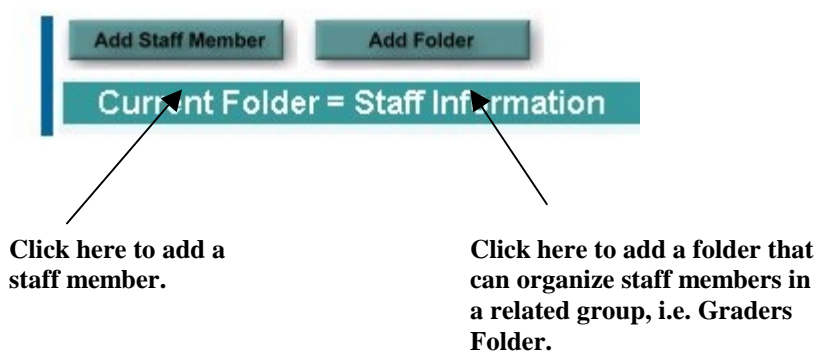
Adding A Staff Member.....	69
Modifying A Staff Member.....	72
Removing A Staff Member .....	72

## Staff Information

The staff information section is provided for instructors to post information about themselves, teaching assistants, and/or guest speakers. This personal touch will provide the students with a resource to look up the name, e-mail, office hours, or a picture of the course leaders.

### Adding A Staff Member

**Step 1:** From the *Page Editors* area of the *Control Panel* choose **Staff Information**.



**Step 2:** Select the **Add Staff Member** button located at the top of the screen to view the Staff Information form.

The screenshot shows a form titled '1 Enter Information'. The form has a light blue background and a dark blue header. The fields are as follows:

- Title: Text input field
- First Name: Text input field
- Last Name: Text input field
- Email Address: Text input field
- Telephone: Text input field
- Address: Text input field
- Office Hours: Text area with a vertical scrollbar
- Other Information: Text area with a vertical scrollbar

**Step 3:** In the *Enter Information* area, fill out the appropriate information.

**Note:** You can fill the *Other Information* section with personal information or academic credentials.

**2 Select Options**

**Optional Picture Upload**  
A picture may be attached to the above information. For best results, picture size (in pixels) should be about 150x150

File to upload:

**Personal Link**  
A Link may be specified to a pre-existing personal homepage

**Availability**  
Do you want this information Available Immediately? ☒ Yes ☐ No

Click to locate a picture to upload.

**Step 4:** You can designate some of the *Select Options* and provide pictures or URL's to accompany staff information (optional).

- To attach a picture, type the file name in the Optional Picture Upload area, or select Browse to search for the file.
- If a staff member has a web page to access, type the entire URL in the *Personal Link* area.

**Step 5:** Select the **Submit** button to enter the information.

**3 Submit Information**

Click the Submit Button to finish adding this item.

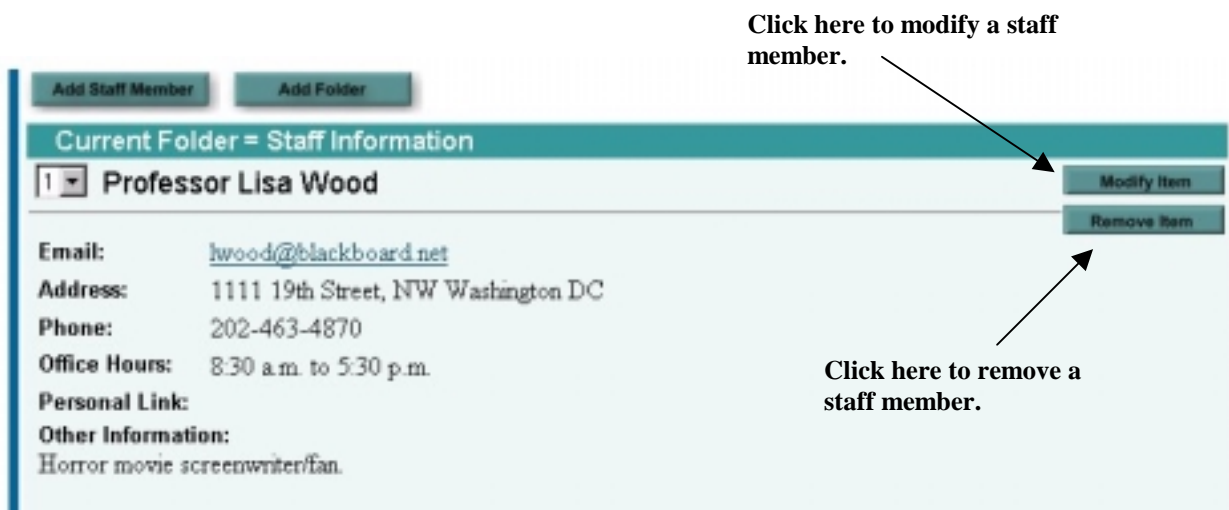
**To modify or remove this item:**  
Return to the **Control Panel** and select the **Staff Information** link under the Page Editors section. Locate the item to modify/remove. If the item is contained within a folder, you must enter the folder to locate the item.  
Choose either the **Modify Item** or **Remove Item** button associated with this item.

**Step 6:** A receipt will appear to notify you that the staff information was deleted successfully.

**Step 7:** You may continue working with Staff Information by selecting **Back** or return to the Control Panel by selecting the appropriate buttons from the top of the course window.

## Modifying A Staff Member

**Step 1:** From the *Control Panel*, select **Staff Information**. A list of staff members will appear.



**Step 2:** Select the **Modify Item** button associated with the staff member you would like to modify.

**Step 3:** Make the appropriate changes and click the **Submit** button.

**Step 4:** A receipt will appear to notify you that the staff information was updated successfully.

**Step 5:** Continue working with *Staff Information* by selecting **Back** or by returning to the *Control Panel* by selecting the appropriate buttons from the top of the course window.

## Removing A Staff Member

To remove a staff member:

**Step 1:** From the *Control Panel*, select **Staff Information**.

**Step 2:** Select the **Remove Item** button associated with the user you would like to remove.

**Step 3:** Answer **Ok** to the box to complete the process.

**Step 4:** A receipt will appear to confirm the deletion. You may continue working with *Staff Information* by selecting **Back** or by returning to the *Control Panel* by selecting the appropriate buttons from the top of the course window.

## **Appendix E3: Adding Course Information, Course Documents, & Assignments**

This section of the CourseInfo Instructor Manual describes how to add Course Information, Course Documents, and Assignments. *Procedure 11: Entering Course Information* and *Procedure 12: Entering Course Documents* refers to this section.

### **Contents**

Adding Information to a Course.....	74
Adding Text Information.....	74
Modifying a Document .....	77
Removing a Document.....	77

## Course Information, Course Documents, and Assignments

The three areas that are designed to hold the majority of prepared course materials are *Course Information*, *Course Documents*, and *Assignments*.

- The materials posted here are typically much larger.
- The materials posted here may already be created in a word processing or HTML program.
- The materials posted here may be attachments that are not capable of being inserted directly into a text area or being viewed in a web browser.
- The materials here may need to be organized into a hierarchical manner so students can clearly understand the associations for each item.

While you may choose to use the *Course Information*, *Course Documents*, and *Assignments* areas in many ways, the following conventions are recommended for some basic course components. When you choose to add materials to a particular area, a drop-down menu with recommendations is provided.

Item	Location
Syllabus	Course Information
Course Schedules or Calendars	Course Information
Lecture Notes	Course Documents
Handouts	Course Documents
Homework Assignments	Assignments
Supplemental Readings	Course Documents or Assignments
Worksheets	Course Documents
Tests, Quizzes, and Essay Questions	Assignments

## Adding Information to a Course

### Adding Text Information

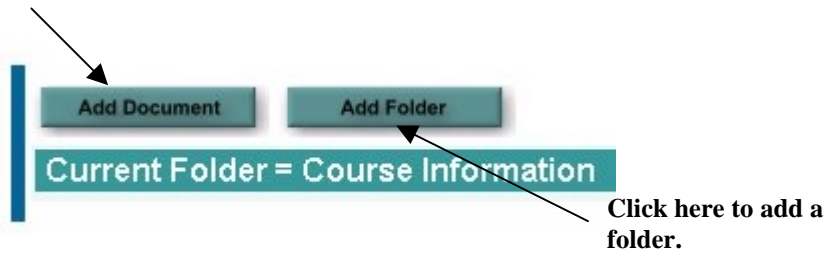
To add text to a course element:

**Step 1:** From the *Control Panel*, select **Course Information**, **Course Documents**, or **Assignments**.

**Note:** While the course element will change depending on which area you enter (Course Information, Course Documents, or Assignments) the process of entering text remains the same.

**Example of Course Information screen:**

Click here to add a document.



**Step 2:** Select the **Add Document** option.

**Step 3:** In the *Enter Information* area, select an appropriate document title from the drop down box or create an original title by typing in the small text field.

- The options in the drop down box will change to correspond with the course element is selected.
- Selecting a different color in the **Choose a Color for your Title** drop down box will allow you to customize your title.

**Step 4:** Enter the text in the text box by either typing directly into the box

**OR**

Switch to an open word processing or HTML processing program, **copy** the desired text, and return to CourseInfo and **paste** the content into the text box.

- If you paste HTML coded materials, be sure to select the appropriate checkbox to maintain the formatting. Do not enter **Body** or **Header** start/close tags.

**Note 1:** The text box is "smart". If you type the path for an image file using HTML syntax (e.g. <IMG SRC='imgae1.gif'> or the URL for a website in the box (<http://www.website.com>), the image of link to the website will appear.

**Note 2:** If you select **Smart Text**, you can type your text without knowledge of HTML and the line breaks (carriage returns) will be reflected in the final copy, producing a paragraphed format. Smart text will also recognize image syntax and display the image.

If you select **Plain Text**, the <PRE> </PRE> tags will be utilized. This option is useful if the text contains HTML tags but you do not want the tags to be interpreted. Plain text will also recognize a URL or web address ([www.blackboard.com](http://www.blackboard.com)) and convert it to an active link.

If you select **HTML**, the HTML tags present in the text will be interpreted. This function is useful when extensive HTML coding is used within the text.

**Select Document Title:**

Or, if you do not want to use one of the predefined Titles, enter a new Title:

Choose a Color for your Title

Course Information

Black

**Enter Information Below:**

The text box is "smart". If you type the path for an image file using HTML syntax (e.g. `<IMG SRC='image1.gif'>`) the image will appear.

Insert text here.

☒ Smart Text ☐ Plain Text ☐ HTML

Click the appropriate radio button.

**Step 5:** You can upload a file and determine how the file should be handled in the *Select Options* area. This feature will be discussed in-depth in the Attaching/Uploading Files to a Course section of the manual.

**2 Select Options**

**Optional File Upload**

You currently do not have a file attached to this content to add a file or package, click in the 'Browse' box and choose a new file.

File to Upload:

Name of Link to File  
(Example: Word File, Word 2.1 File)

Special Actions

Other Options

Do you want this information Available immediately? ☒ Yes ☐ No

Do you want to track this contents usage? ☐ Yes ☒ No

Do you want to add metadata? ☐ Yes ☒ No

Do you want to add additional s&f-line content? ☐ Yes ☒ No

Select display options.

**3 Submit Information**

Click the Submit Button to finish updating this item.

**To modify or remove this item:**

Return to the **Control Panel** and select the **Course Documents** link under the Page Editors section. Locate the item to modify/remove. If the item is contained within a folder, you must enter the folder to locate the item. Choose either the **Modify Item** or **Remove Item** button associated with this item.

Submit



**Note:** There are three options for handling an attached file:

- Create a Link to This File
- Display this file within the page
- Unpackage These Files

**Step 6:** Select the appropriate options from the **Other Options** section.

**Step 7:** Choose **Submit** to complete the process.

**Step 8:** A receipt will appear to confirm the process. You may continue working by selecting **Back** or return to the *Course* or *Control Panel* by selecting the appropriate buttons from the top of the course window.

### Modifying a Document

**Step 1:** From the *Control Panel*, select **Course Information**, **Course Documents**, or **Assignments**.

**Note:** While the course element will change depending on which area you enter, *Course Information*, *Course Documents*, or *Assignments*, the process and concepts of this process remains the same.



**Step 2:** Select the **Modify Item** option associated with the item to modify.

**Step 3:** Make the appropriate changes and choose **Submit**.

**Step 4:** A *Content Updated* receipt will appear to confirm the process. You may continue working by selecting **Back** or return to the *Course* or *Control Panel* by selecting the appropriate buttons from the top of the course window.

### Removing a Document

**Step 1:** From the *Control Panel*, select **Course Information**, **Course Documents**, or **Assignments**.

**Note:** While the course element will change depending on which area you enter (Course Information, Course Documents, or Assignments) the process of entering text remains the same.

**Step 2:** When the appropriate *Adding Content* screen appears, select the **Remove Item** option associated with the document to remove.

**Step 3:** Answer **Ok** to the confirmation box.

## **Appendix E4: Discussion Board**

This section of the CourseInfo Instructor Manual introduces the Discussion Board, which is the primary area in which the teacher(s) and students interact in a course. *Procedure 8: Writing Forum Openers* refers to this section.

**Note:** This section of the CourseInfo Instructors Manual has been shortened much more than the other sections included in *Appendix E*. The entire description of the Discussion Board is 27 pages, which exceeds the space constraints of this manual. The section included here has been reduced to 8 pages.

### **Contents**

Accessing the Discussion Board .....	79
Navigating within the Discussion Board.....	80
Creating Forums.....	80
Forum Attributes .....	82
Starting a New Thread.....	82
Modifying Forums.....	84
Removing Forums .....	85

# Discussion Board

CourseInfo provides a discussion board as another communication tool to use in a classroom setting. This feature is similar to Virtual Classroom, but is designed for asynchronous use, so users **do not** have to be available at the same time to have a conversation.

An additional advantage of the discussion board is that user conversations are logged and organized. Conversations are grouped into **forums** that contain threads and all related replies.

## Accessing the Discussion Board

To enter the discussion board:

- Step 1:** From the Course View, click the Communication button and select Discussion Board.

## Navigating within the Discussion Board

The Discussion Board is set up in **Forums** of discussion. There can be several **Threads** or conversations within each forum.

## Creating Forums

A new **Forum** must be created to house the threads of discussion. The new forum will appear in the discussion area and new threads can be posted within it.

To create a forum:

- Step 1:** Click **Add Forum** to create a new forum for discussion.



**This course currently contains no forums.**  
**To create a forum, use the *Add Forum* button above.**

**Title:**

**Description:**

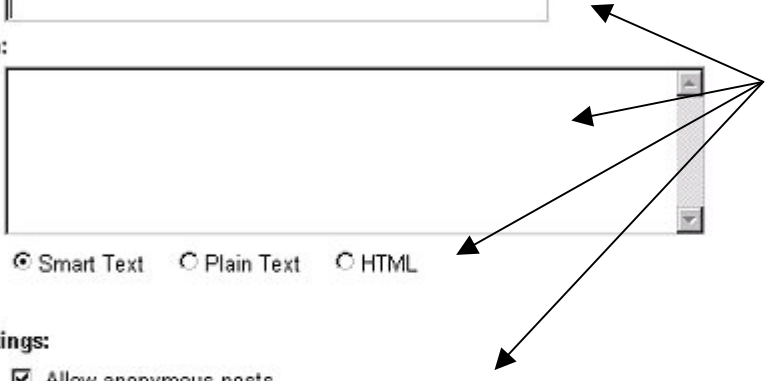
☒ Smart Text   ☐ Plain Text   ☐ HTML

**Forum Settings:**

- ☒ Allow anonymous posts
- ☐ Allow author to edit message after posting
- ☐ Allow author to remove own posted messages
- ☒ Allow file attachments
- ☒ Allow new threads

---

**SUBMIT ►**



Enter a title and description of your forum. Select the appropriate settings and click Submit.

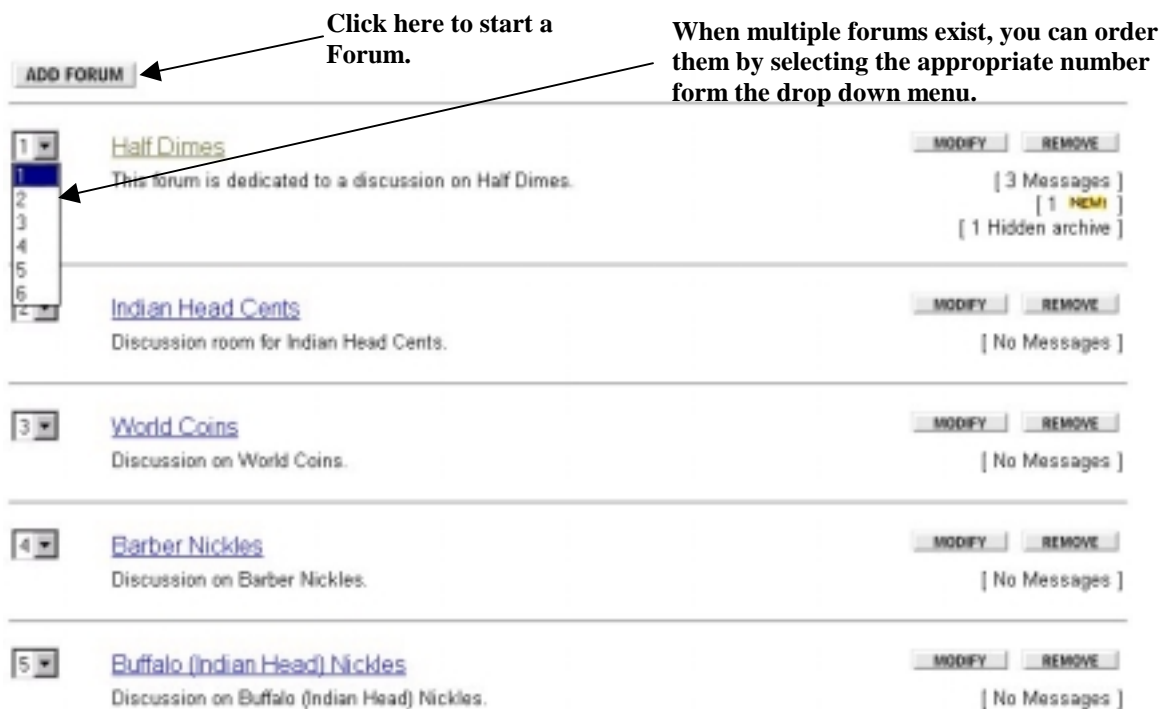
**Step 2:** Type a title and description for the new forum. Determine whether the description should be converted to HTML

**Step 3:** Select the appropriate **Forum Settings**.

**Note:** There are five **Forum Settings** that you can select (singularly or in combination):

- **Allow Anonymous posts:** Allows users to post a message without a name attached.
- **Allow author to edit message after posting:** Allows users to make changes to their message after they have posted it.
- **Allow author to remove own posted message:** Allows user to delete their posted messages.
- **Allow file attachments:** Allows user to upload attachments to be viewed with their messages.
- **Allow new thread:** Allows users to create new threads within the forum.

**Step 4:** Click the **Submit** button.



**Step 5:** The new forum will be displayed.

**Note:** When multiple forums exist, you can put them in specific order, according to your curriculum.

### Forum Attributes

Once a forum has been created you can:

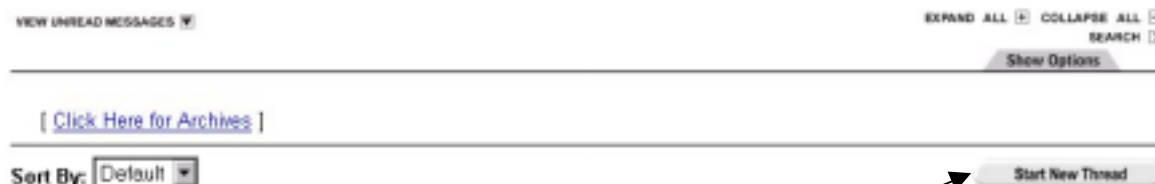
- Start a New Thread
- Expand or Collapse all Threads
- Search for Messages within a specific forum
- View/Manipulate Thread Options
- Create/View Archives
- Change viewing criteria (Sort By)

### Starting a New Thread

Once you have created a forum for discussion, you can start threads that will entice users to become involved in the Discussion Board functionality.

To start a thread:

**Step 1:** Click the name of the forum within which you would like to start a thread of discussion.



**Step 2:** Click the **Start New Thread** button.

**Create New Message**

Current Forum: Half Dimes or Nickles?  
Date: 31-Aug-1999  
Author: Wood, Lisa

Subject:

Message:

Options: ☒ Smart Text ☐ Plain Text ☐ HTML  
☐ Post message as *Anonymous*

Attachment:

Enter the subject of your thread and a message.

Click here to add an attachment.

Click Preview to view your message before posting it. Click Submit to upload your message.

**Step 3:** Enter the subject and message to be posted.

**Step 4:** Select the appropriate **Options**.

**Step 5:** Enter the name of the file or click the **Browse** button to upload a file to be attached to your message.

**Step 6:** Click **Preview** to view your message before it is posted.

**Step 7:** Click **Submit** to post your message.

VIEW UNREAD MESSAGES ☐

EXPAND ALL ☐ COLLAPSE ALL ☐ SEARCH

Show Options

<a href="#">Value or highway robbery?</a>	<a href="#">administrator</a>	1999-06-03	NEW!
---	-------------------------------	------------	------

[Click Here for Archives](#)

Sort By:

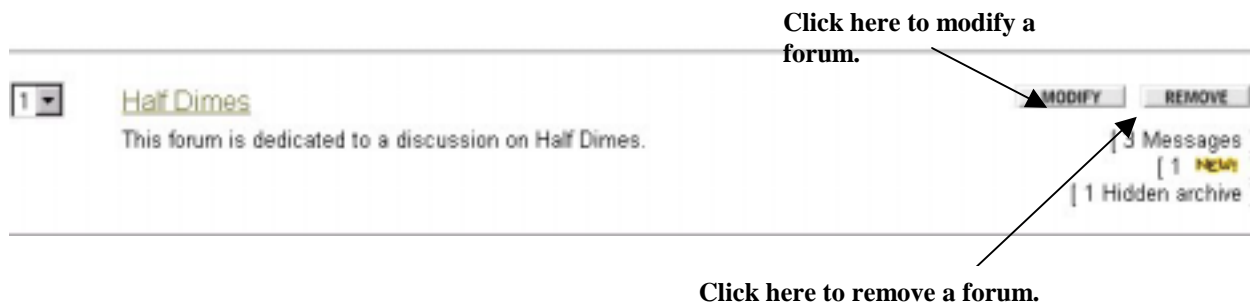
**Step 8:** Your thread will be displayed with a **NEW!** icon.

## Modifying Forums

In the Forum View, instructors have the capability to modify forums.

To modify a forum:

- Step 1:** Within *Forum View* click the **Modify** button of the course you would like to modify.



- Step 2:** Make the appropriate adjustments in *Title*, *Descriptions*, and *Forum Settings*.

Title:

Description:

☒ Smart Text ☐ Plain Text ☐ HTML

Forum Settings:

- ☒ Allow anonymous posts
- ☐ Allow author to edit message after posting
- ☐ Allow author to remove own posted messages
- ☒ Allow file attachments
- ☒ Allow new threads

Select administrative privileges for users.

Forum User Settings:

- ▲ = Forum **Administrator** privileges
- ▲ = Permanent Forum **Administrator**
- = User is **blocked** from posting

Macon, Lisa (lmacon)	ADMIN	NORMAL
A. Wood, Lisa (lwood)	BLOCK	UNBLOCK
Wood, Michael (mike)		
Wood, Mike (mikewood)		

SUBMIT ►



Step 3: If necessary, modify the forum user settings.

**Note:** **Forum User Settings** allow the Instructor to determine the privileges and accessibility of the users in the CourseSite.

**a:** This function grants the user Forum Administrator privileges. This will allow the user to make changes within the specific forum. This function is useful when a CourseSite has both an Instructor and a Teacher's Assistant or Grader. This function can be assigned by selecting the desired user and clicking the **Admin** button. The **Normal** button will revoke Forum Administrator privileges.

**A:** This function grants the user Permanent Forum Administrator privileges. This is automatically assigned to the CourseSite instructor.

**b:** This function blocks the user for posting messages within the specific forum. This can be assigned by selecting the desired user and clicking the **Block** button. The **Unblock** button will reinstate the user's posting privileges.

Step 4: Click the **Submit** button. You will be returned to *Forum View*. Click **Return to Control Panel** to continue building your CourseSite.

### Removing Forums

In the Forum View, instructors have the ability to remove forums. This is useful when discussions are based on time-sensitive issues, such as a current event topic. The forum can be removed when the issue has expired.

To remove a forum:

**Step 1:** Within *Forum View* click the **Remove** button of the course you would like to remove.

**Step 2:** Answer **OK** to both of the confirmations.

**Note:** Removing a course is an irreversible action.

**Step 3:** The course is removed and *Forum View* is updated. Click **Return to Control Panel** to continue building your CourseSite.



## ***Appendix F: Course Template***

This appendix contains the first “page” of the CourseInfo template for your course. There may be some differences between the template in this appendix and your course, since each academic program implements small changes to the template.

### **Contents**

Announcements .....	88
Course Information .....	89
Staff Information .....	90
Course Documents .....	91
Course Documents for One Session.....	92
Discussion Board.....	93

## Announcements

The Web-page below is the Announcements section of Walden's CourseInfo template.

The screenshot shows a Netscape browser window titled "Welcome to XPsyc\_Template - Netscape". The address bar shows the URL "http://dev.waldenu.edu/courses/XPsyc\_Template/index.html". The page content is for the "Design Manual Template Course" by Steve Malikowski. On the left is a navigation menu with buttons for Announcements, Course Information, Staff Information, Course Documents, Assignments, Communication, External Links, Student Tools, Resources, Course Map, My Blackboard, Search, Logout, and Control Panel. The main content area is titled "Announcements" and lists "All Announcements Posted in this Course". It contains three announcement entries, each with a subject, instructor, and date (Jul 19, 2000). The first announcement is about Blackboard buttons, the second is a welcome message, and the third is about the CourseInfo 3.0 CourseSite. At the bottom, there are filters for "Today", "Last 2 Weeks", "Last Month", and "All", with a "Show" button. The footer includes the Blackboard CourseInfo logo and the Walden University Development Server logo.

Walden University  
Development Server

Steve Malikowski XPsyc\_Template: Design Manual Template Course

### Design Manual Template Course

## Announcements

All Announcements Posted in this Course

**Subject:** An Announcement from your Instructor **Posted by CourseInfo Administrator on Jul 19, 2000**

Buttons in Blackboard

The buttons on the left of the screen bring up the following course information.

Staff Information  
Information about the teacher(s) and assistants in this course.

Course Documents  
Documents you will read, watch, or listen to with in the course, separated by session.

Assignments  
Assignments to complete this course, separated by session.

Communication  
Multiple resources for you to communicate with other members in the course. The most frequently used element in this module will be the discussion board.

Student Tools  
Tools for dropping off assignments, changing information about yourself, checking grades, modifying your Blackboard Web-page, looking at the course calendar, and reading the manual taking courses in Blackboard.

**Subject:** An Announcement from your Instructor **Posted by CourseInfo Administrator on Jul 19, 2000**

Welcome to ... (Put the name of your course and a description here.)

**Subject:** An Announcement from your Instructor **Posted by CourseInfo Administrator on Jul 19, 2000**

Welcome to your new CourseInfo 3.0 CourseSite! To begin adding content to your course, click on the Control Panel button on the left hand side.

☐ Today ☐ Last 2 Weeks ☐ Last Month ☒ All [Show](#)

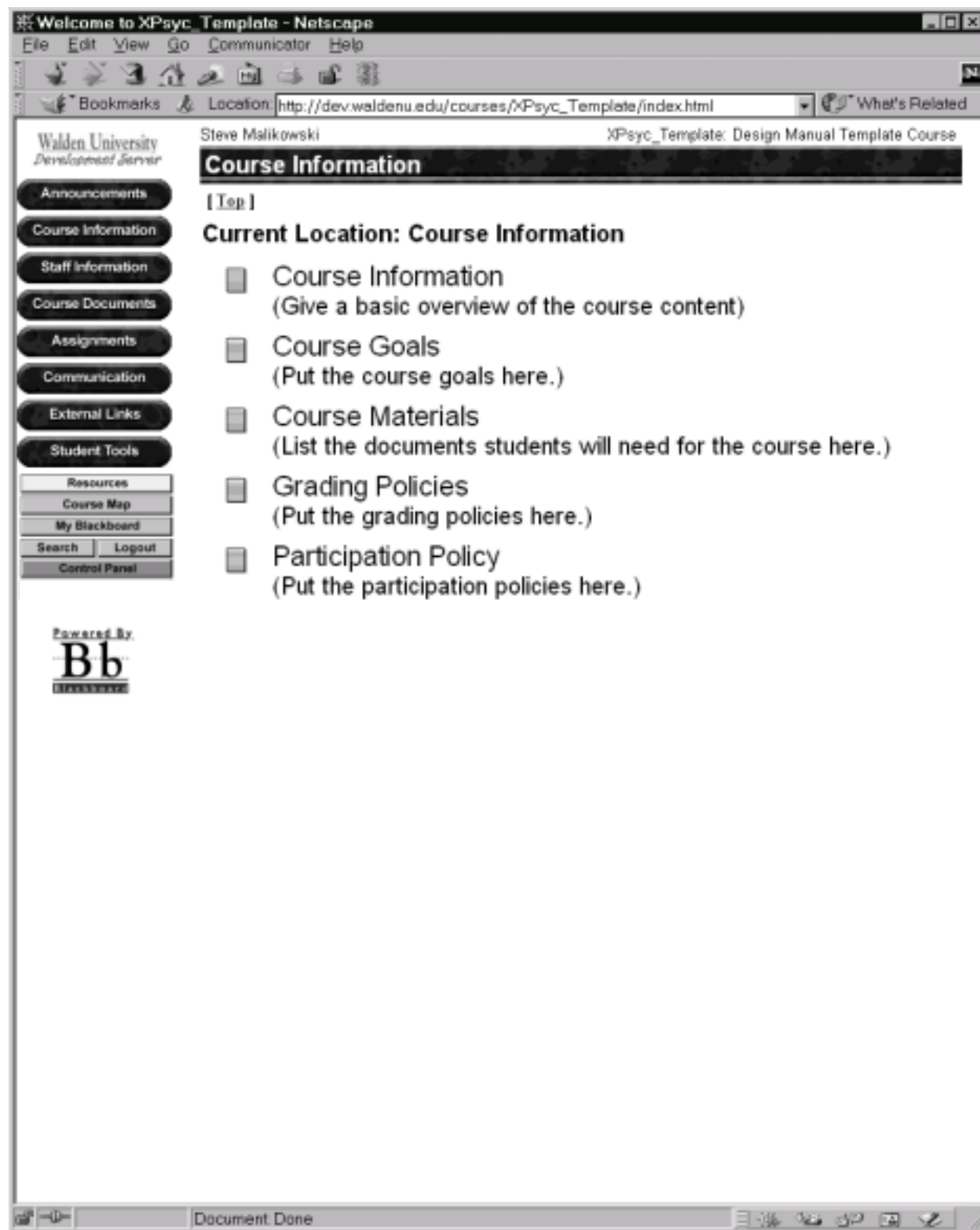
Blackboard CourseInfo

Walden University  
Development Server

Document Done

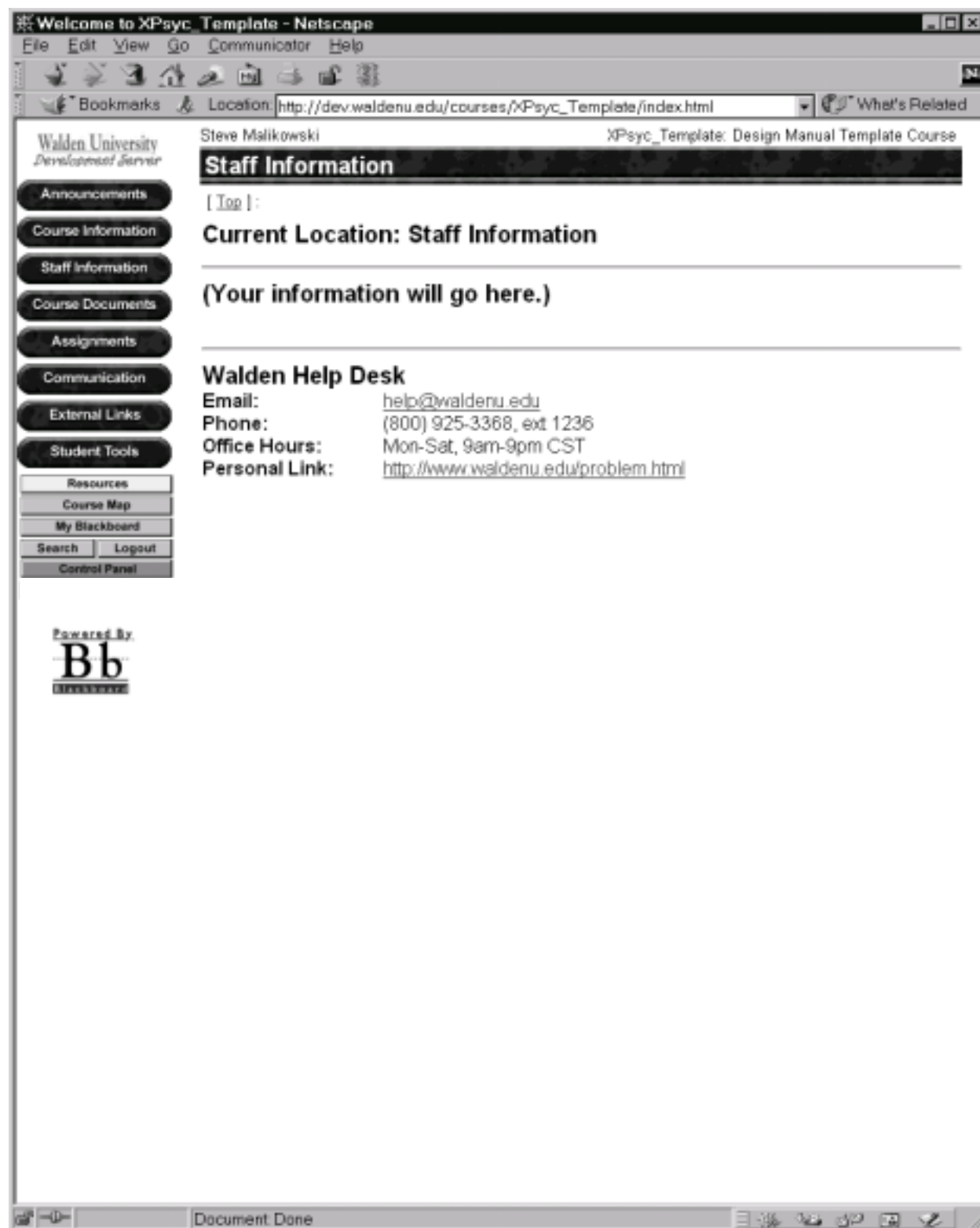
## Course Information

The Web-page below is the Course Information section of Walden's CourseInfo template.



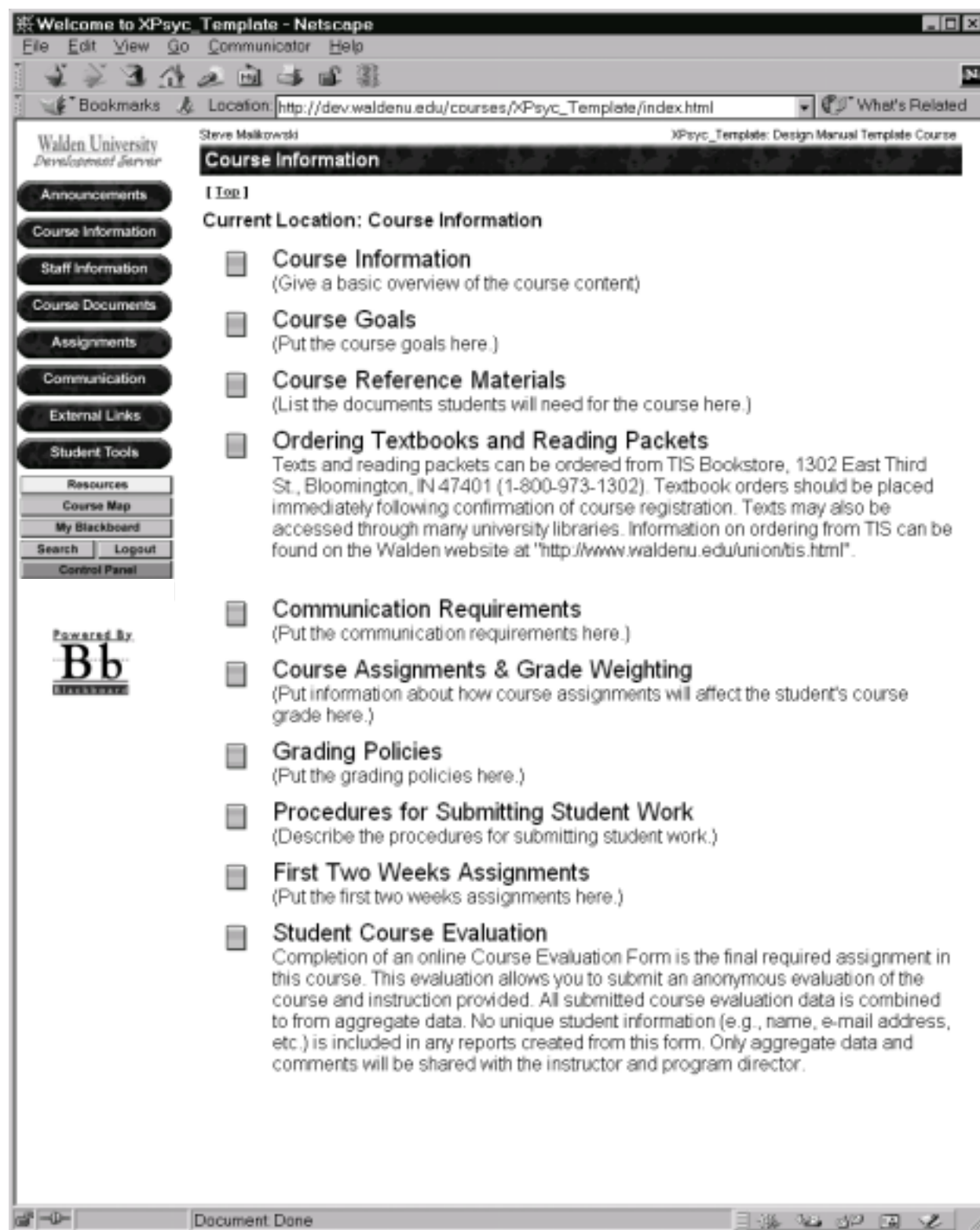
## Staff Information

The Web-page below is the Staff Information section of Walden's CourseInfo template.



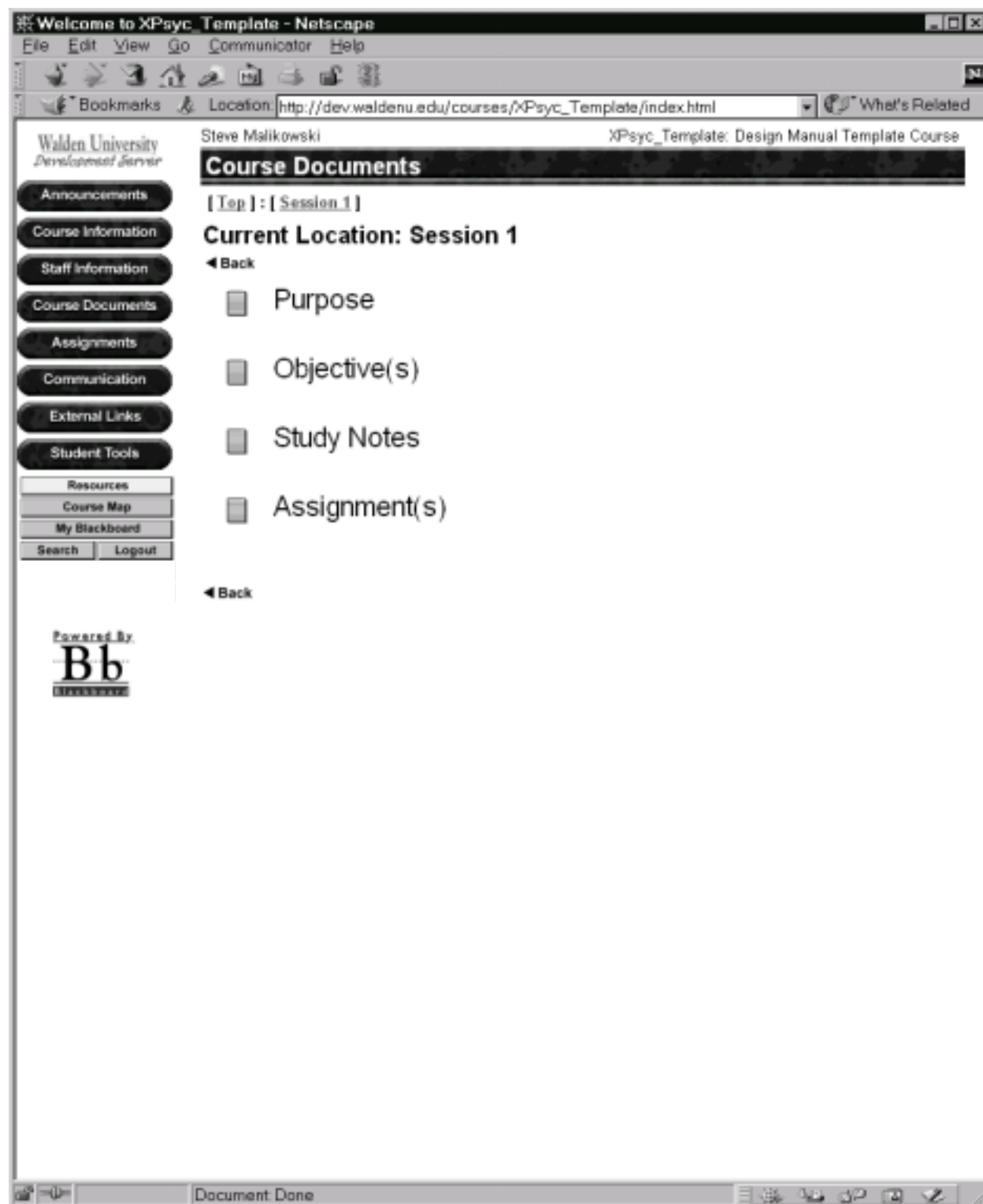
## Course Documents

The Web-page below is the Course Documents section of Walden's CourseInfo template.



## Course Documents for One Session

The Web-page below is the Course Documents section for one session in Walden's CourseInfo template.





## Discussion Board

The Web-page below is the first page of the Discussion Board in Walden's CourseInfo template.

