



Developing and Teaching an Online Course

Handbook
2007-2008

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Welcome to Wilmington University Online

Welcome to the world of online teaching and learning at Wilmington University. Whether you are a full-time or adjunct faculty member, this handbook is designed to help orient you to the University and the services it provides to support online course development and online teaching.

Online courses enable the University to extend its' teaching services and to enrich its diverse community of learners. Mindful of the fact that many faculty have teaching responsibilities both on campus and online, this handbook is intended to serve as an easy-to reference informational tool.

The University Catalog, which contains program information, course descriptions, and student policies, is another invaluable reference for faculty. Paper copies are available upon request. A printable copy is also available online at <http://www.wilmu.edu/catalog/index.html> .

Please feel free to contact the Distance Learning office if we may be of any help in your professional work at the University.
distancelearning@wilmu.edu

Sallie A. Reissman
Director of Distance Learning
Administrative Affairs
302-356-6807

Distance Learning Mission Statement and Philosophy

The mission of Distance Learning (DL) and Administrative Affairs is to work collaboratively with Academic Affairs in order to promote distance education, ensure delivery of quality courses, and provide necessary faculty and student support.

Online and hybrid course development will be supported through the office of Distance Learning. Distance education is defined as a formal educational process in which the majority of the instruction occurs when the student and instructor are not in the same location. Instruction may be synchronous or asynchronous. Distance education implies that various methods such as; delivery via the Internet, multimedia, print based materials, and web conferencing may be used, either independently or in blended modalities, to serve students are off-campus.

Course Type	Definition	Considered a Distance Education Course	Requires Additional Approval Process
Web Enhanced	Classes that meet in the classroom setting during ALL class hours but make use of the internet for supplemental communication, out-of-class assignments, and learning resources.	No	No
Hybrid (HYB or FUS)	Classes in which over 10% and under 51% of traditional classroom instruction is replaced with technology mediated instruction such as online exercises utilizing Blackboard.	Yes	Yes
Online (DIS)	Classes in which over 51% of traditional classroom instruction is replaced with instruction online via the internet tool; Blackboard. Some online classes require on campus sessions for testing.	Yes	Yes

General Guidelines and Administrative Procedures

Wilmington University promotes the “one University concept.” Faculty members teaching Distance Learning courses generally follow the same University policies, procedures, and administrative rules as faculty members teaching on-campus courses. The following overview of general guidelines should help familiarize new DL instructors and serve as a “refresher” for experienced online faculty members. Wherever possible, a reference to the original source documents and/or website URL is provided. Instructors should review the appropriate policy or administrative rule if they have specific questions.

Wilmington University’s Distance Learning Office is committed to providing the highest quality distance education courses. Faculty members developing and teaching Distance Learning courses should refer to the DL website at <http://www.wilmu.edu/distancelearning> for information on the best practices online courses must follow.

Course Selection

I. Online and Hybrid Course Selection:

- a. Academic Affairs selects courses for development and communicates this information to the Administrative Affairs AVP. In turn, the Director of Distance Learning prepares a schedule for development.

Faculty Training

I. Faculty Selection:

- a. The Academic Deans and Program Coordinators select faculty to develop and teach DL courses and reports this information to Administrative Affairs and the Director of Distance Learning.
- b. These faculty are selected utilizing the following criteria:
 - i. instructor is willing to develop/teach in an online environment
 - ii. has prior teaching experience
 - iii. degree/certification in content area.
- c. Technology Requirement
 - i. Completion of the “Getting Started” Blackboard workshop (F2F or online version).
 - ii. Successful Completion of the “Online Faculty Orientation” with Bb skill assessment required.

Faculty Training continued...

- d. Faculty Training and Course Development Request
 - i. Academic Coordinator will submit the “Distance Learning & Hybrid Course Request” form for course development/delivery to the Distance Learning Director.
 - ii. Please use the web form at:
http://www.wilmu.edu/distancelearning/hottraining_request.html

II. Training Process:

- a. Faculty Training for Online Delivery or Development
 - i. Selected faculty participant in the Hybrid/Online Training (HOT). Successful completion requires participation in a 4 week online course with outlined assignments and due dates.
 - ii. Developer/Instructor will receive a “Developing and Teaching an Online Course Handbook” which details the program and procedures.
- b. Course Development Agreement
 - i. The Distance Learning office will provide an agreement and benchmark the timeline for the course developer. The agreement will be forwarded for appropriate signatures.
 - ii. Developers will receive a monetary stipend for the creation of a hybrid course or 100% online course.
 - iii. *See Distance Learning Course Development Agreement ~Appendix IV*
- c. Faculty Development Orientation
 - i. Distance Learning area will forward names of any *new* online faculty to Faculty Development.
 - ii. Faculty Development will contact new hire and provide “Faculty Orientation” in a face-to-face or electronic method.
 - iii. Faculty Development will provide “teaching” contracts for all online courses.

III. Mentorship Program:

- a. Assign Instructional Designer (ID)
 - i. ID will contact course developer/instructor to provide design support and assign specific checkpoints for course review.
 - ii. Academic Division coordinator or assigned liaison will provide content related support.
- b. TOUCH (Teaching Online Users Community in Higher-ed)
 - i. Course Developers/Instructors will receive membership to this peer supported online community.
- c. Continued Support
 - i. *See Distance Learning Directory ~Appendix I*
 - ii. Developers and instructors may attend advanced Blackboard workshops, or request one-on-one support as needed. <http://wilmu.edu/facultytraining>

Course Development

I. Course Creation Process:

- a. *See* Course Development Process (Chart) ~Appendix III
- b. Distance Learning area will provide course development site (Bb code: CRDV) to developer or instructor during or after the HOT course.
 - i. Courses will begin with the “Quick Start” shell to ensure consistent layout.
- c. Developer will submit a course outline within 3 weeks from hire date for review at first meeting with Instructional Designer.
- d. Halfway point on timeline – Instructional Designer (ID) will review course site with follow-up communication to developer using a feedback form. *See* ~ Appendix VI
 - i. The average timeline is 4-6 months.
- e. Developer will make necessary changes before final evaluation. Additional check points will be communicated as needed.

II. Course Design Evaluation:

- a. The Course Design rubric will be the essential assessment guide throughout creation and evaluation process.
- b. Steps for final evaluation:
 - ii. Self evaluation by developer submitted to Instructional Designer.
 - iii. Final suggestions provided to Developer by Instructional Designer.
 - iv. Finalized courses will be scored by Instructional Designer using the rubric and must achieve an acceptable score for the course to be approved for teaching.
 - v. Final approval will be determined by Director.
- c. Approved courses will receive appropriate signatures for course developer payment.
- d. Approved courses will be inventoried by the Distance Learning area for recycling.

III. Course Recycling:

- a. Approved courses will be recycled into a new Bb course shell with the (TMPL) code.
- b. The templates will stay on the server “as is” until modifications are deemed necessary. (e.g. program review, textbook, technology, content changes)
- c. Online Instructors (non-developer) can expect a developed template to be imported into their Blackboard teaching course as soon as the request form is received to the Distance Learning area.

IV. Course Modification:

- a. Recycled courses must maintain the integrity of the template.
- b. *See* Quick Start Shell (Image and Checklist) ~Appendix II
- c. Modifications to the syllabus or learning objectives require approval from the program coordinator.

Course Delivery

I. Course Start Dates

- a. Distance Learning courses begin the **first Monday** of the block or semester.
- b. Hybrid courses will begin on the day of the week designated by the Academic division.

II. Course Content Availability

- a. The Blackboard course site is to be made available for student view and syllabus access two weeks prior to the course start date.
- b. Weekly documents and assignments should be made available at least one week in advance or as soon as possible.
- c. Please adhere to all University closings, breaks, and reading weeks. Students and faculty are not expected to engage online during these times.

III. Faculty/Student Interaction

- a. Online education courses, when taught well produce a significant amount of interaction between the faculty member and his/her students. Attentiveness to individual students motivates students to engage in the course material. Therefore, it is essential that faculty respond to online students on a frequent and consistent basis.

Ideally, Wilmington University faculty who are teaching in an online format will log-on to their respective courses for instructional sessions 4 – 5 days each week in order to monitor student progress, participate in discussion boards, respond to messages, etc. Students should be informed of the instructor's typical weekly schedule. On the occasion that a faculty member will not be available to log-on to their course for more a 48 hour period of time (excluding weekends), an announcement is to be posted on the course Blackboard site.

IV. Enrollments Per Section

- a. The minimum and maximum number of students per DL section is set and approved by the Academic divisions.

V. Rosters

- a. Access official enrollment rosters via Web Campus <https://webcampus.wilmu.edu/>

VI. Hybrid Considerations

- a. Scheduling face-to-face meetings may require accommodations for classroom sharing, a computer lab, or special weekly planning. Please contact your program coordinator if you have any questions.
- b. AV Support – request various technologies to enhance your F2F class meetings. <http://www.wilmu.edu/avsupport>

Course Delivery continued...

VII. Intellectual Property

- a. *See* Distance Learning Course Development Agreement - Appendix IV
Development of the Course Template shall be considered work for hire as defined in 17 U.S.C. § 101, and the University shall have the sole right to ownership, including the copyright for the Course Template.

VIII. Proctored Exams

- a. At various points throughout a distance learning program, students will be required to complete proctored final examinations. The courses selected for the proctored examinations will ideally be at a cumulative position in the curriculum. For example, the second course in a 2 part series of courses.

As a result, the final examination will need to be prepared by the faculty member at the mid-point of each selected course so that proper arrangements for the administration of the examination can be made with the proctor. Administrative Affairs will facilitate the proctoring process.

Students will be asked to identify the proctor for each examination by week 2 of each course.

IX. Library and Copyright

- a. As the instructor for this class, you would be responsible for ensuring copyright compliance utilizing Blackboard, a password protected area, by:
 - ❖ Maintaining integrity of the document by only posting allowable amount
 - ❖ Removing document in the agreed upon time limit

This permission is granted through the "fair-use" section of the copyright code.

- b. Additional information related to the University's library resources and copyright support can be found at: <http://www.wilmu.edu/library/developmentpolicy.html>

X. Grade Submission

- a. All online courses post their final grades electronically within Web Campus.
 - i. Final grades should be entered by the deadline provided in the Academic calendar.

XI. Online Teaching Evaluation

- a. Personal survey via Bb tool (optional)
- b. An electronic version of IDEA will be automatically placed in your Blackboard course 1-2 weeks before the course ends.

Guidelines for Students

I. Distance Learning Orientation (DIS095)

- a. All students who wish to take a distance learning course at Wilmington University must complete the prerequisite course **DIS095**.
 - i. *Distance Learning Orientation for Students* is FREE of charge and can be completed through Blackboard in approximately 60 minutes.

II. Attendance

- a. Hybrid Courses
Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. A hybrid course meets for “in class” and “on-line” learning sessions. Students are expected to attend all in class sessions and to “log on” and participate in all “on-line” sessions as required by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.
- b. Distance Learning Courses
Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. Attendance for a distance learning course is defined as “logging onto the course” and participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

III. Participation

- a. Students are expected to participate throughout the course week. We define participation as posting discussion comments and assignments in the course. The student may be required to post 3-5 days per week and graded accordingly.
- b. Generally, it is assumed the student will spend approximately five to seven hours per week working on class assignments and participating in class discussions.
- c. DL courses begin on the **first Monday** of each block or semester. Students are expected to log on and begin course work no later than 3 days prior to the drop/add deadline (1 week after the first day of class).

IV. Student E-mail

- a. **Students WilmU e-mail addresses are automatically added to Blackboard.** The student can not change the e-mail address in Blackboard, however, they can forward mail to another account using the forward options in Web Campus.

V. Student Support Services

- a. Please direct student to the website or provide phone /e-mail for that particular department.
 - i. Book Store - <http://www.wilmu.edu/bookstore/bookstoreonline.html>
 - ii. Student Policy - <http://www.wilmu.edu/studentlife/studpolicies.html>
 - iii. Learning Services - <http://www.wilmu.edu/learningresources/index.html>

Appendix

Appendix I

Distance Learning Directory

Training and Development Support

Hours of Operation: Mon – Fri 8:30 – 4:30pm

Toll Free: 1-877-967-5464

E-mail: distancelearning@wilmu.edu

Web: <http://www.wilmu.edu/distancelearning>

Help Desk

Hours of Operation: 24/7

Toll Free: 1-877-708-2905

Web: <http://esupport.wilmu.edu>

- with Live Chat

Person	Title	Phone	Email	Responsibilities
Sallie Reissman	Director of Distance Learning	302.356.6807	sallie.a.reissman@wilmu.edu	DL Operations & Course Scheduling
Bonnie Kirkpatrick	Instructional Designer	302.356.6804	bonnie.l.kirkpatrick@wilmu.edu	Course Design & Development
Meredith Wesolowski	Instructional Technology Coordinator	302.356.2457	meredith.c.wesolowski@wilmu.edu	Technology Innovation and Training
Joseph Rapposelli	Instructional Technology Assistant	302.356.6979	joesph.a.rapposelli@wilmu.edu	Training and Support
Stephen Buchanan	Instructional Design Assistant	302.356.2462	stephen.a.buchanan@wilmu.edu	Training and Support

Online Course Offerings (as of Fall 2008)

Graduate

Administration of Justice— *online*
Business Administration (MBA)— *online*
Information Systems Technologies— *online*

Certificate Programs

Human Resource Management— *online*
Training and Staff Development — *online*
Legal Nursing Consultant — *online*

Undergraduate

Allied Health— *online*
Business Management — *online*
Criminal Justice — *online*
Human Resource Management — *online*
Marketing — *online*

Online Course Development Checklists

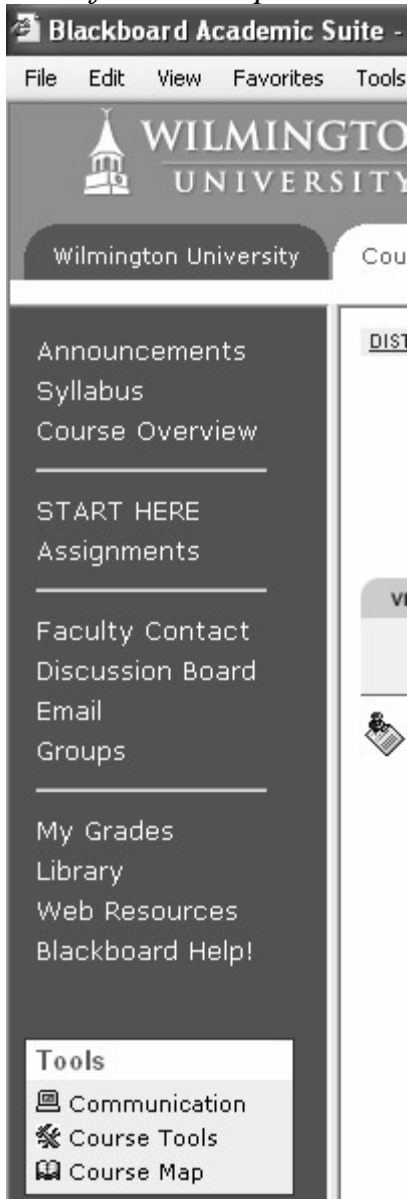
Online Teaching and Course Development Skills

- Ability and willingness to learn new technology. You do not need to be a technology expert but you do need a basic understanding of how to manage information and communication online.
- Ability to project your own personality, sense of humor and interest in your students.
- You must interact with students who may never see you; creating a sense of community among students in the class will increase student motivation and participation.
- Willingness to use teaching techniques that may differ from those you already use. Online teaching requires a shift to a more learner-centered approach and requires that you explore beyond lecture-style teaching strategies.
- Willingness to adapt course design. Online course development is a team process. Your course development plan may require some changes to incorporate format or navigation conventions or to make effective use of communication or multimedia technologies.
- Interested in and responsive to student queries and feedback. Timely responses to student questions and concerns are very important. Encourage discussion contributions and negatively reinforce silence by prompting students who are not participating. Student opinions regarding course content, relevancy, pace, delivery problems, and instructional concerns are needed for responsible course modifications.

Blackboard Tool Checklist *Required*

Please Note: All online courses MUST include the *required* content.

This checklist will guide new course creation. Do Not remove these permanent items from a template.



- Course Menu structure:
 - Banner
 - Announcements
 - Syllabus
 - Course Overview
 - STRAT HERE (Introduction)
 - Assignments -Content Area(s) –one or more areas that contain the documents, resources, and assignments necessary to complete all learning online
 - Faculty Contact- personalize your site
 - Discussion Board – minimum requirement: at least one forum for Questions & Answer
 - Library
 - Communication and Course Tools are permanently a part of the course menu.
 - Use these tools consistently with each course:
 - Gradebook
 - E-mail
 - Survey and Test tools

Content Checklist

Here are some questions to review once you have developed the content for your course:

- Is the content related to the learning goals or outcomes for the course?
- Have I incorporated a textbook or other resources?
- Have I incorporated online resources?
- Have I considered the organization and sequence of the content?
- Is the content clear, accurate, and easy to read?
- Has the course content been reviewed by a second reader?
- Has the course content been edited?
- What concepts or ideas in the content would benefit from being presented as pictures, graphics, sounds, animations, audio or video?
- Have I talked with technical staff to determine development plans for multimedia applications?

Learning Activities Checklist

Here are some questions to review once you have developed learning activities for your course:

- Do the learning activities relate to the learning goals or outcomes?
- Do I have a variety of learning activities that can be done on or off the computer?
- Are my instructions for each activity clear?
- Have I included examples or suggestions to direct students how to complete the activities or assignments?
- Have I included instructions on how to submit assignments, including assignment format, such as submitting an assignment as a Word or Rich Text document?
- Have I told students when and how they will receive feedback?

Evaluation Checklist

Here are some questions to review once you have developed the evaluation activities for your course:

- Do the evaluation activities relate to the learning goals or outcomes for the course?
- Are my instructions for each assignment or exam clear?
- Have I included examples or suggestions to direct students how to complete assignments?
- Have I included instructions on how to submit assignments, including assignment format, such as submitting an assignment as a Word or Rich Text document?
- Have I told students when and how they will receive feedback?

COURSE DEVELOPMENT PROCESS

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Deans determine courses and Admin AVP schedules for HYB/FUS/DIS course development

Coordinators select Faculty to develop or teach an online course

Above information is given to DL Department via DL request form

Developer is required to attend the following training:

- Blackboard Getting Started – 3 hours F2F or online**
- DL Orientation for Faculty – 60 min online**
- HOT-Hybrid and Online Teaching – 4 weeks online**

Agreement (contract) to develop a course is initiated for signatures

Instructional Designer contacts course developer

Initial meeting is scheduled

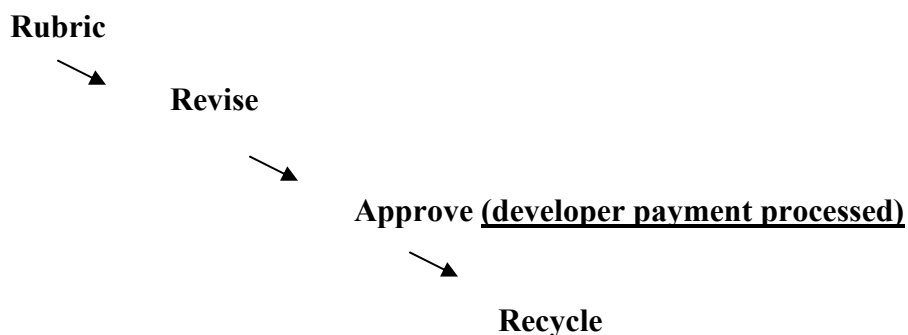
During initial meeting –Instructional Designer and Developer review:

- **Planning templates**
- **Guidebook**
- **Quick Start Shell**
- **Expectations for Course Developers**
- **Establish future benchmark dates-check in, resources**

CRDV shell is created in Blackboard for Developer

Developer and Instructional Designer meet during established benchmarks

When course is completed it receives an “under review” status



DISTANCE LEARNING COURSE DEVELOPMENT AGREEMENT

This agreement between Wilmington University and _____ (“Course Developer”) clarifies the responsibilities related to the development of a distance learning course template for (“Course Title”). This Agreement is intended to create a nonexclusive relationship between the Course Developer and the University subject to the following terms:

A. Responsibilities of the Course Developer.

1. Successfully complete the DL orientation and Hybrid/Online Training program (HOT).
2. Meet with the responsible program coordinator/Dean and the instructional designer to define template development guidelines and expectations prior to the beginning work, at the midpoint of template development and final evaluation.
3. Develop a distance learning course template for the Course, using the Blackboard quick start shell as a guide; while following specific directives in the online faculty handbook.
4. Meet with the designated instructional designer to review online course layout, effective use of technology, etc., for the course template.
5. Revise and supplement the course shell (CRDV) as recommended by the program coordinator/Dean or instructional designer.
6. Submit the completed course template for approval from the University.

B. Term and Termination.

1. The Course Developer shall begin on _____ and complete the responsibilities no later than _____.
2. Either party may terminate this Agreement for any reason by providing the other party with thirty (30) days' notice.
3. This Agreement is personal in its nature, and the Course Developer shall not transfer this Agreement to any other person or entity.
4. This Agreement shall in no way modify the employment, at-will and/or contractor status that _____ may otherwise have with the University.

C. Compensation.

1. The University shall pay the Course Developer (\$2,000) upon approval by the University of the completed course template. The Course Developer shall be entitled to utilize all necessary University resources for completion of the Responsibilities.
2. Final evaluation and payment process may not occur until the end date in section B-1.
3. Developer will be notified when course is approved. Payment process can take up to four weeks from confirmation date.

D. Intellectual Property.

Development of the Course Template shall be considered work for hire as defined in 17 U.S.C. § 101, and the University shall have the sole right to ownership, including the copyright for the Course Template. The Course Developer agrees he/she has received a copy of the University's Intellectual Property Policy (the "Policy"). Except as specifically provided in this Agreement, the parties agree to be bound by the Policy in all other respects.



Dr. Peter Bailey
Assistant Vice President, Administrative Affairs

PROGRAM COORDINATOR APPROVED

Coordinator Name: _____ DATE: _____

COURSE DEVELOPER

Signature: _____

DATE: _____

Checking this box verifies that you are agreeing to use your electronic name in the printed space above as the official signature for this contract.

Course Evaluated and Approved by Wilmington University:

Signature: _____

Bonnie Kirkpatrick, Lead Instructional Designer *Date:* _____

Signature: _____

Sallie Reissman, Distance Learning Director *Date:* _____

Developer Expectations (when completed, this is the course template that becomes recycled)

Announcements	Faculty Information	Syllabus	Weekly Assignments	Discussion Board	Objectives	Assessment	Learning Activities	Groups
<p>Ensures that the place holder is on menu</p> <p>Places a generic welcoming message in the announcement and provides a basic overview of the course. (show example)</p>	<p>Ensures that the placeholder is on the menu</p>	<p>Takes generic syllabus and tailors it to meet course design</p> <p>*Must make sure that weekly objectives match syllabus objectives</p>	<p>Ensures that the place holder is on the menu</p> <p>Follows shell: Each week is listed under assignment button on menu and includes:</p> <ol style="list-style-type: none"> 1. Overview and objective each wk. (includes blank checklist) 2. Lessons, mat., act., assignments 3. Writes clear directions 4. Ensures that this section is easy to navigate for students 	<p>Determines: Number of assignments</p> <p>Determines specific questions and week (making sure it is relevant to material)</p> <p>Determines guidelines : number of posts/responses and grading criteria</p> <p>Writes clear expectations</p> <p>Adds rubric (maybe we add a variety to shell and instructors choose)</p>	<p>Posts objectives under weekly assignments</p> <p>Must match or enhance the syllabus objectives</p> <p>Must be measurable</p>	<p>Assessments must be used to measure the objectives</p> <p>Must determine: -type of assessment -frequency</p> <p>Must post assessments under assignment section</p> <p>*This should also be reflected in syllabus</p>	<p>Ensures that the at least three of the following learning activities are integrated into the course:</p> <p>Discussion Learning Contracts Lecture (Reading, PP, etc.) Self-Directed Learning Mentorship Small Group Work Project Collaborative Learning Case Study Forum</p>	<p>Must keep place holder on menu</p> <p>Banner Must include relevant banner</p> <p>Web Resources Must list any/all resources in this area</p> <p>Library Must keep library link on menu</p>

*In order for payment to be processed, course must be given to designer in the generic template format with all information available (not hidden) and without dates. Once reviewed, designer will give developer feedback and developer must make necessary changes before payment will be processed.

Facilitator Expectations (faculty take the recycled course and personalizes/improves it)

Announcements	Faculty Information	Syllabus	Weekly Assignments	Discussion Board	Objectives	Assessment	Learning Activities	Groups
<p>Personalizes message and overview</p>	<p>Adds: Instructor name E-mail address Work phone Credentials Office hours Picture (self, hobby, pet, etc.)</p>	<p>Personalizes syllabus and enhances it to meet teaching style</p> <p>*Any additions to course (objectives, assessments, activities, etc.) must be reflected in syllabus</p>	<p>-May enhance assignments, objectives and activities.</p> <p>-Instructor may add objectives, but may not delete any.</p> <p>Instructor fills out weekly checklist and posts under each week..</p>	<p>May make changes to any of the above, but must maintain the integrity of the items above.</p> <p>-Must ensure that changes reflect objectives</p> <p>-Encouraged to use innovative discussion board techniques.</p>	<p>May rewrite the current objectives to reflect higher order thinking (Blooms)</p> <p>May add objectives, but may not delete any</p> <p>(additions to the objectives must be reflected in the syllabus)</p>	<p>May change any of the above, but must maintain the integrity of the requirements.</p> <p>May provide multiple assessments for differentiated learning</p> <p>Must provide criteria for grading (rubrics, expectations, format, etc.)</p> <p>*Any changes must be reflected in the syllabus</p>	<p>Encouraged to integrate at least one or two additional learning activities into the course:</p> <p>Discussion Learning Contracts Lecture (Reading, PP, etc.) Self-Directed Learning Mentorship Small Group Work Project Collaborative Learning Case Study Forum</p>	<p>Must assign students to groups</p> <p>Banner May change</p> <p>Web Resources Must place additional resources in this area</p> <p>Library Must keep library link on menu</p>