



Course Development Guidelines

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Course Development Guidelines

Introduction

The purpose of these guidelines is to help you understand and develop the required course features as well as provide the basic structure for your Charter Oak State College (COSC) online course shell. To ensure the quality of online courses at COSC, we have provided you with a Blackboard® course template.

This document will give you the “ins and outs” of the course template including some best practices on using different features and why each feature is included in COSC online courses. Throughout this document, you will see references to “weekly” formats. In some courses, the use of “units” or “modules” may be more appropriate than the use of “weeks.” For the purposes of this guidance document, “week” is equivalent to “unit” and/or “module.”

It is advisable to complete the Course Development Matrix document, provided in Appendix A. This document, constructed in a tabular format, will assist you in organizing your course content and is compatible with the online course format.

For information about adding content to or editing your course template, please refer to the Online Blackboard® Manual in the Course Tools section of the course template or the COSC Faculty Orientation Course and the Faculty Development Resource Center Blackboard® shell (FDC 101).

NOTE: Throughout the template you will find some placeholder text provided to guide you through the course building process. Please delete all of the placeholder text as you go through and build each section of your course.

COOSC Best Practices

For the best online readability, you should:

1. Only use Arial font in 10 or (size = 2).
2. Avoid using all uppercase for large text areas.
3. Avoid using color-coded text.
4. Avoid using excessive bold, italic, or underlined text.
5. Use the “Alt Text” option when adding images to provide a description of the image.

Getting Started

This section appears in the main menu, above “Course Home.” The purpose of this section is to familiarize students with the COSC course shell and the requirements of the course. This section can be considered a roadmap to success in this course, along with good study habits and time management.

Students are asked to complete six pre-course tasks and a Pre-Course Self-Check to verify that they understand the material presented in the “Getting Started” section.

NOTE: This section cannot be modified and must not be deleted by the instructor.



Course Home

The first section of the course template is the “**Course Home**” section. This is the main home page for the course and is also an area where you can post important, time sensitive announcements for your students. This is typically the first page that students will see; so anything that students need to know before continuing with their studies should be posted here.

COOSC Best Practices

Studies suggest that students need to feel like their instructor is ever-present in the online course. Posting frequent announcements is one way to make your presence known. On average you should post a minimum of two to three announcements per week. It is suggested that you keep the announcements brief and direct students to the appropriate areas of the course shell for more information.



Use the Course Home area as a place to give students reminders about upcoming deadlines, course milestones, quiz or exam dates, notice of gradebook posts, specific threaded discussion posting requirements, reminders, general information of interest to the class, vacations and holidays, as well as a place to give encouragement to the class as a whole.

NOTE: When you want to add a message to course home, you will need to go the Control Panel of your course and click on “Announcements.”

Syllabus

The next section of the template is the “**Syllabus**” section. This is where you will include important information about your course including the Course Description, Experience/Course Prerequisites, Student Learning Outcomes, etc. The syllabus will not be housed directly within Blackboard® – rather it will be stored in COOSC web space so that it can be accessed by perspective students easily. Your finalized syllabus will then be sent to the COOSC Distance Learning Office (DLO), which will then convert your syllabus and store it on the COOSC website. COOSC will link your syllabus on the COOSC website with the Syllabus link in the course navigation menu.

The Sample Syllabus document provided in **Appendix B** has several pre-built sections outlined and defined for you – these sections are all required (unless otherwise indicated by the COOSC DLO). Use this sample syllabus in **Appendix B** to create your syllabus. If you are developing a new course for COOSC, the syllabus template was provided with the Course Proposal Template and Course Syllabus. Feel free to add more sections as necessary, but all syllabi must minimally contain the items listed below. Do not specify dates in your syllabus. Instead, please refer only to “weeks,” “units,” or “modules.” The purpose of not specifying dates is to allow the syllabus to be used in subsequent terms/sessions with minimal modification.

Please keep in mind that the syllabus should cover all the requirements, but in a general manner. Do not “personalize” the syllabus with information related only to you. That is, COOSC would like the flexibility to make this course available to another instructor in the event that you decide not to teach the course. COOSC would like to avoid revising the syllabus for each instructor, term/session, semester, etc. COOSC would like the syllabus to express to perspective students only what they need to know about the course requirements; assignments and other details will be elaborated upon in the Course Policies section of the course shell.

Required Syllabus Information:

1. **Course Description** – this should be the description that appears in the approved course proposal or course catalog.
2. **Course Prerequisites** – identify any prerequisite courses or experience necessary to be successful in this course. If this is a first-time course development or a re-development, please copy the course prerequisites from the approved course proposal. Whenever possible, the prerequisite should be a COSC course number. If a COSC course does not exist, a course title, or “permission of the instructor” can be used. If the prerequisite is not a college-level course (i.e., High School Algebra or other non-verifiable course), please specify “Recommended Prerequisite.”



3. **Student Learning Outcomes (SLOs)** – should be developed using the “Guidelines for Developing Student Learning Outcomes and Exam Questions Using Bloom’s Taxonomy” (**Appendix B**). If you are developing a new course, list the SLOs exactly as they appear in the approved course proposal or from the existing syllabus. All SLOs must be numbered and will be used to assess the effectiveness of the course. It is important that all course activities (readings, exercises, discussions, quizzes and exam questions, etc.) be linked to the SLOs.
4. **General Education Outcomes (GEOs)** – In most cases the General Education Outcomes (GEOs) are provided by the COSC Registrar’s Office. You may be asked for input regarding the GEOs; therefore, we have provided the current list of GEOs provided in Appendix E; provide the identifying GEO title (i.e., “Global Understanding”).

NOTE: If GEOs are applicable for this course, then one or more SLOs, listed in the previous section, must adequately address the GEOs. For example, if the course is intended to satisfy “Global Understanding,” then one or more of the SLOs must address a global issue.

5. **Course Activities and Grading** – this section provides a general grading rubric indicating all of the graded elements (assignments) of the course along with the distribution of course points (if applicable) and a weighted percentage distribution for each element. You should also include any other grading rubrics (see the COSC Grading Policy in **Appendix C**). You are not limited to grading rubrics provided by COSC; however, your rubrics should be clear and understandable.

NOTE: The Blackboard® Gradebook must be used for all course grades unless authorized by COSC DLO. You may keep an external gradebook; however, the Blackboard® Course Gradebook must be current and contain enough information for a student to readily understand their current grade status.

6. **Required Text** – list only the “required” text(s) for the course; optional text(s), mandatory readings, articles, hyperlinks to websites, etc. must be provided in “Additional Resources.” Provide as much information as possible about the required text(s) including the title, author(s), edition or version, date of publication, publisher, and ISBN. Optional hyperlinks must appear in the Webliography.

7. **Course Schedule** – the course schedule should appear in a rubric format and indicate, by week/unit, SLOs and exercises, and brief descriptions of the course assignments. This information must match the readings, exercises, and assignments in the weekly content area; however, that information will be provided in greater detail.

Optional Syllabus Information:

1. **Additional Resources** – this should contain any optional text(s), as well as mandatory readings, articles, hyperlinks to websites or the publisher’s resource web site, etc.; optional (general information) hyperlinks should only appear in the Weblibliography.

If the selected text book is accompanied by a CD/DVD or if you require that the student have access to a publisher’s companion website for the text, provide all of the appropriate details. Do not expect the students to intuitively know what the required resources are. COSC will coordinate your text selection with MBS Direct who will provide you with a copy of the text.

Whenever possible, promote the use of the library resources available to COSC students (iCONN and eJones). Library and support resources are located under the “COSS Resources” link in the navigation menu.

2. **Computer Specifications** – please list any special computer hardware or software requirements for this course, including costs, which are expected of the student. See <http://www.ctdlc.org/Help/requirements.html> for the standard online course technology requirements specified by COSC.

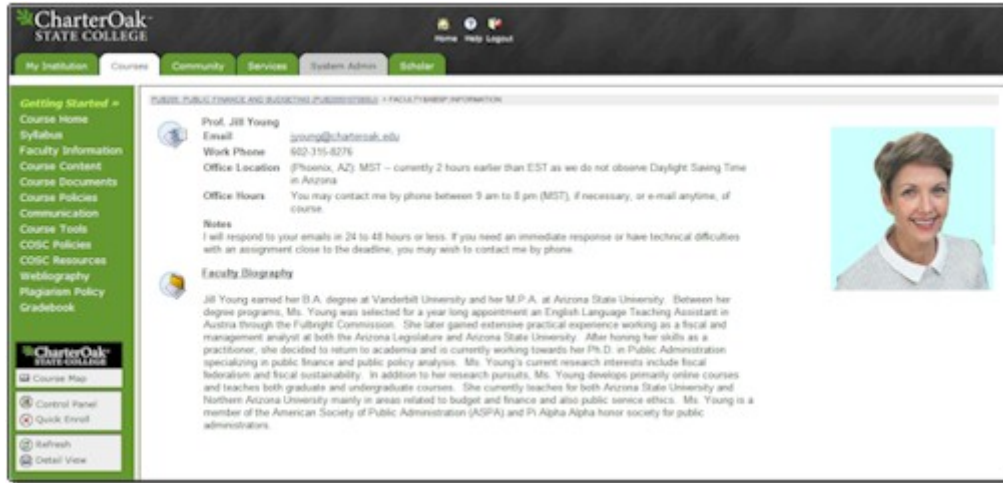
Faculty Information

The **Faculty Information** section is where you will post information such as your name, email address, work phone number, office location, office hours (when you are available by telephone), and any other information you want to provide to the students about yourself. At a minimum you must provide the following:

- **Name:** Provide your Title, First Name, and Last Name. If you have a terminal degree, you should indicate “Dr.” otherwise you should indicate Professor.
- **Email:** Provide at least one email address for student contact. This email address must be either the email address provided to you by COSC (i.e., jdoe@faculty.charteroak.edu) or your personal email address. You may not use the email address of your home institution or an email address with an .edu suffix.
- **Work Phone** (or other telephone numbers): You are not required to provide a telephone number to students; however, there may be unforeseen emergencies when the student may wish to talk to you. If you do not wish to provide a telephone, you must post an announcement indicating that students should email you with their telephone number and a good time to contact them.
- **Office Location** (Address or State, Time Zone): At minimum, provide the time zone in which you are physically located.
- **Office Hours:** Provide the best time for students to contact you by telephone if you provide a telephone number. If you do not provide a telephone number, please indicate “By appointment.” See “Work Phone” above.
- **Notes:** At a minimum, include the following statement, “I will respond to your emails in 24 to 48 hours or less.” Include any other pertinent information concerning when and how to contact you, and any limitations or restrictions, etc.

- **Attach Image:** Attaching an image of yourself is optional; however, COSC encourages you to do so in an effort to “connect” with your class. This image does not have to be a professional, portrait-style image, but should be a “head shot.”

NOTE: If you do not feel comfortable with providing a “head shot,” please consider a photo of yourself engaging in an activity associated with the course (i.e., at work, at your desk, in the field).



- **Faculty Biography:** Modify the existing Faculty Biography section and include your own biography. In addition to your educational credentials, we would like to briefly emphasize any applicable professional and teaching experiences, organizational memberships/positions, publications (i.e., authored or co-authored x number of publications), presentations (i.e., made x number of presentations), books/texts written or co-authored (written or co-authored x number of books/texts), etc. You may not use your biography, this online course, or a hyperlink to a personal website to solicit, advertise, or otherwise offer products, services, or information not directly related to this course or COSC. At some point, COSC would like to post your biography on a faculty page of the COSC website that includes information that you would like perspective students and the public to know about you.

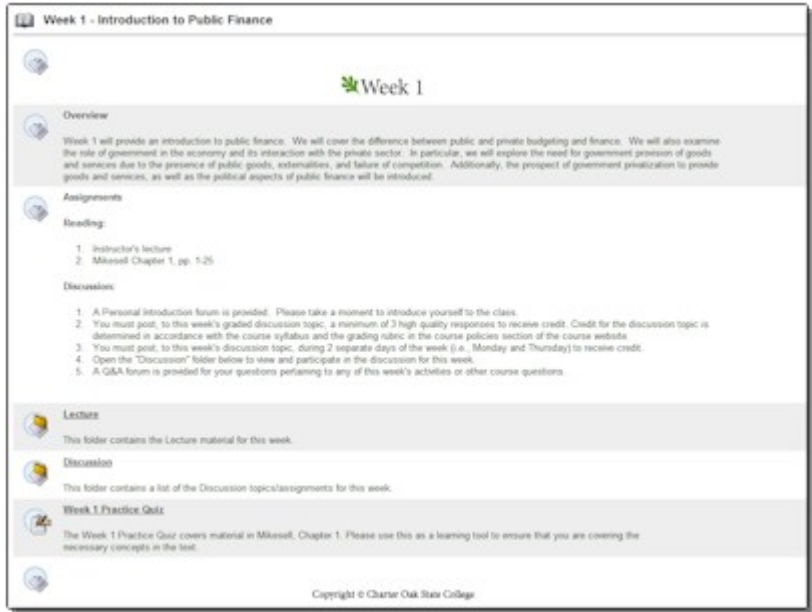
🌸 Course Content

The **Course Content** section is broken down in to several folders corresponding to the number of weeks or units in your course. Do not include dates in the course content area. Instead, please refer only to “weeks” or “units.” The purpose of not specifying dates is to allow the syllabus to be used in subsequent terms/sessions with minimal modification. Each week folder will contain a standard set of sub-sections that will contain the course materials, assignments, and projects that must be completed for that week/unit. Each week must contain the following:

1. **Overview** – this section should contain an “overview of the weekly subject matter, assignment reminders, and general points of interest. This section must not contain “dated” content, but merely refer to the appropriate week. You may include an image, but you or COSC must have rights to include such an image; all images within the course must be referenced.
2. **Assignments** – this will contain the list of assignments for the week. Only the major items will appear in “bullet” form. More detailed information should be presented in each section.
 - a. **Reading:** Identify the chapter(s), chapter title(s), and relevant page numbers, as appropriate. Also include any suggested or optional readings and where these materials are located.
 - b. **Homework:** Identify all of the homework for this week including reading the required chapters, reviewing the appropriate lecture material, taking quizzes, etc. You should also identify any actions necessary for future weeks such as preparing for research

assignments, etc. Actual Assignment links and instructions will be provided in the “Submit Week Assignments” area (described in Course Content Item 3 below).

- c. **Discussions** (topic titles or themes only): Identify only the discussion topic titles. The actual link and discussion topic questions will appear in Discussion Folder (described in Course Content Item 5 below).
 - d. **Labs/Other:** Identify, in general terms, any lab or other content required for the week. Detailed information will appear in the Other Content folder (described in Course Content Item 6 below).
3. **Submit Week Assignments** – this section should contain the actual assignment links that students must complete and submit and instructions. All assignments must be uploaded to the course shell and must remain on record for at least one year. COSC strongly discourages the use of email as the primary mechanism of collection student assignments. In the assignment link you will need to provide the number of points the assignment is worth as well as instructions for completing the assignment.



4. **Lecture** – the lecture should be prepared in HTML, included directly in the Blackboard® page, and should attempt to “engage” the students, so be somewhat creative. Lecture material may include some information derived from the course text; however, it is recommended that the lecture expand beyond the text and include explanations, examples, tables, illustrations, graphics, and simulations (if appropriate); the CD or COSC must have rights to display such information. The purpose of not repeating material from the course text is because in the event of a text change, the lectures should be able to stand alone with only minimal revision. All information, derived from sources other than the approved text, must be properly documented and cited. If you have any questions about your lecture content or need assistance with course technologies or converting your existing lectures to html, contact the COSC DLO.
5. **Discussion** – this folder will contain internal links to the threaded discussions. Identify the topic, topic name, and a detailed description of the topic. Generally, there should be two graded topic discussions per week. A “Q&A Forum” discussion should be included as the last topic in each week for students to ask questions and to present material outside the scope of the weekly discussions.
6. **Other Content** (lab, project, paper, etc) – provide a detailed description of any other course content such as lab, project, paper, etc.
7. **Quiz or Practice Quiz** (Optional) – include, if necessary, a quiz or practice quiz.

↻ COSC Best Practices ↻

It is highly recommended that instructors use the “Assignments” tool instead of the “Digital Drop Box.” The “Assignments” tool automatically creates columns in the grade book through which instructors can access student submissions. The Assignments tool organizes student submissions and ensures that no student files are lost. Instructors may also provide feedback for students and/or attach a document to be returned to the student with the original files.

***NOTE:** The “Digital Drop Box” has been disabled by default, but can be enabled if so desired. Again, COSC strongly encourages the use of the “Assignments” tool.*

8. **Instructor Notes** – the purpose of this section is to provide other instructors, who may be teaching this course, with “insider” information about the course and ways to improve student interactions and retention. This section is not visible to students and can only be accessed through the instructor view of the course. If this is the first time you will be providing “Instructor Notes,” it is advisable to create and update this section while you teach the course using this format. After you teach the course for the first time, your course shell will become the “master course shell” for all future iterations of the course. This section also serves as a reminder to you regarding announcements, assignments, etc.
 - a. **Announcements** – include sample announcements. Examples of week 1 announcements are included below for your reference:
 - i. Post a “Welcome” announcement. It is suggested that you send a “Welcome” email to all of the students one week prior to the start of the session. This email should identify the graded course components and any key milestones.
 - ii. Post an announcement asking the students to verify their Blackboard® addresses.
 - iii. Post any specific requirements for contacting the instructor.
 - iv. Post an announcement regarding any Other Content items.
 - b. **Assignments** – Include any information about the weekly assignments that may be beneficial to another instructor such as the location of answer keys (Course Materials – Not Shared).
 - c. **Lectures** – Include any information about the weekly lecture that may be helpful to another instructor.
 - d. **Discussions** – Include ways to expand upon the discussions. You may include hyperlinks to web sites, alternative discussion posts, etc.
 - e. **Other Content** (lab, project, paper, etc.) – Include any information about the Other Content items in the course (Specifically by week that might be useful for another instructor to know, such as when to remind students about deadlines, etc.
 - f. **Grades** – You should remind other instructors to post the grades for the week no later than Wednesday of the following week. It is advisable to include comments regarding the students’ discussion performance (good and bad) and offer suggestions on how to improve their performance, if necessary.
 - g. **Other** – Include any other information that might be important for another instructor teaching this course to know.

🌸 Course Documents

The “Course Documents” area is the page that will contain links to required course documents such as non-text readings, writing samples, lab reports, report preparation guidelines, etc. for student usage. You should also provide a brief description of each document listed in this area. Copies of the course syllabus, SLOs, COSC policies, etc., MUST NOT be located in this section.

🌸 Course Policies


This section should be used to identify or highlight any "course-specific" policies or student expectations. This is not intended to be a list of assignments, but rather policies (grading rubrics, student expectations, etc.) not provided in the Course Syllabus. COSC institutional policies are located in the "COSC Policies" section of the course shell and must not be repeated here.]



🌸 Communication

There are several ways to communicate with your students through the Blackboard® Learning Management System. Access to some of the communication tools is provided by clicking on the “Communication” link. For the other communication tools like the Discussion Board and Collaboration Tools, you should provide links within your weekly content that link directly to the specific forum or session students should access at that time. Each of the communication options is explained in detail below (those with an “*” are not available when clicking on the “Communication” link).

1. **Collaboration*** – the Collaboration tools are synchronous – meaning that the students and the instructor must be logged on at the same time in order to communicate. Collaboration sessions can be recorded in a “log” so that students who did not participate can review the conversations that took place. The Collaboration tool has 2 features: “Chat” and “Virtual Classroom.”

 **Collaboration Sessions**

 - a. **Chat** – this is a text only conversation area.
 - b. **Virtual Classroom** – this is a text and ‘whiteboard’ area. The instructor can use the various tools to draw diagrams that all participating students can view. (Whiteboard drawings are not recorded in the ‘log.’)

🌀 COSC Best Practices 🌀

Before you hold a Collaboration session, you should first consult your students to set an appropriate date and time. You will need to make sure that you are sensitive to student computer limitations as well as time zone differences. Typically you will want to offer a few possible chat times, have students vote for the day and time that works best for them and select a day based on student feedback.

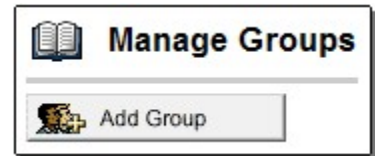
2. **Discussion Board*** – the Discussion Board is an asynchronous discussion area where students and instructors can read and post messages at any time of day. If your course utilized discussions, COSC recommends an average of two graded discussions per week. Each week, a non-graded Q&A Forum should be included and students should be encouraged to ask questions about the course or to post items of interest that may or may not be directly related to the weekly course content.

❧ COSC Best Practices ❧

In your discussion board rubric, you should build in a requirement that students respond to at least 2 of their classmates. Some students do only what is required of them – so if you do not require them to respond to each other, the discussion may not take off.

3. **Group Pages** – the Group Pages tool allows you to create groups of students that work together. Each group can be given several communication tools that are only accessible by the instructor and group members. The communication tools you can provide/restrict are:

- a. Group Discussion Board
- b. Group Virtual Classroom (Chat & Whiteboard)
- c. Group File Exchange (allows group members to send files back and forth between each other)
- d. Group Email



4. **Messages** – the Messages tool is an internal email system that is housed entirely inside of the Blackboard® system. To access and send messages, you must be log into Blackboard with your own username and password.
5. **Send Email** – the send email tool allows you to send emails from Blackboard® out to external email accounts. Emails sent via this feature must be accessed through the external email client (such as Yahoo, Gmail, Hotmail, etc.)

❧ COSC Best Practices ❧

Establish a standard for student-instructor communication by choosing either the “Messages” tool or the “Send Email” feature and announcing your choice to your students. This will eliminate confusion and ensure that students know where they can expect to find your messages.

The internal “Messages” tool is more reliable than using the “Send Email” feature. When you send a message through the “Messages” tool, a copy of your message is stored in your “Sent” folder for you to reference whenever you need. “Send Email” messages are not logged or tracked in any way. Also, the “Messages” tool provides a centralized area for you and your students to find course related messages that is free of spam and personal emails.

✦ Course Tools

The tools section of your course will contain minimally the following items:

1. **My Grades** – a tool through which students can check their own scores on assignments. These scores are pulled directly from the instructor gradebook.
2. **Personal Information** – this feature allows students to update their account settings. Some of the frequently updated items are: student first & last name (as it appears in Blackboard®), change password, and set Visual Text Box Editor Options.

NOTE: *The Visual Text Box Editor sometimes causes problems for MAC users in the discussion board. If a student using a MAC is unable to post to a discussion board, have them set their Visual Text Box Editor to “unavailable.” This will usually solve the problem.*

3. **User Manual** – this is a link out to Blackboard’s® student user manual. This manual includes descriptions of all Blackboard® tools (some of the tools shown in the manual may not be included in your course template).

Other Tools

The following list identifies several tools that are not included in the template by default. As the instructor you may turn on any of these features as you see fit:

1. Address Book
2. Calendar
3. Digital Dropbox
4. Glossary
5. Student Homepage
6. Roster
7. Tasks

It is highly recommended that you discuss your need for these features with the COSC DLO before enabling them.

COSC Policies

This is a direct link to COSC institutional policies.

NOTE: This section cannot be modified and must not be deleted by the instructor.

COSC Resources

This is a direct link to COSC library and support resources.

NOTE: This section cannot be modified and must not be deleted by the instructor.

Webliography

This section is optional, but recommended. General information hyperlinks should appear here; hyperlinks that appear in “Course Documents” should not also appear in the Webliography. COSC recommends that you include a brief description with each hyperlink.

COSC Best Practices

When you add a link in Blackboard®, you should select the option to “Open in New Window.” This allows students to click on links and explore, but does not lose their place within the course. Students need only close the new window to get right back into the course where they left off.

Plagiarism

This section is a direct link out to the definition of “plagiarism” on the Turnitin® website. Instructors may also use this link to log into their Turnitin® accounts. If you do not have a Turnitin® account, please contact the COSC DLO. To log into Turnitin®, click on the Turnitin® logo [see image on right].



NOTE: This section cannot be modified and must not be deleted by the instructor.

Supplemental Information

Images in Your Course

You may feel free to insert images throughout your course materials provided that you or COSC must have rights to include the images or the images must be public domain and readily accessible to everyone. You should make sure that you include “Alt Text” (brief descriptions of the image) for every image and you must reference all images used in the course.

☞ COSC Best Practices ☞

To make your course more accessible to students with disabilities, always use “Alt Text” to describe your images. If you include audio or video files, provide a text transcript for those who can not hear or see – or for those without speakers in their computer!

Adding Buttons (Links) to Your Menu

In some cases you may find it appropriate to add more links to the left side navigation menu. Please add sections as needed; however; make sure that you do not over do it! Your navigation panel should never be so long that students need to scroll to see additional links. To ensure that the navigational menu is consistent with COSC’s clean, professional look, do not add any more than two (2) additional links to the menu. Remember, there are many places to put links other than in the navigation menu. You may find that your links would actually be better placed inside of the Webliography section, or in the Weekly content folders. Contact the COSC DLO for assistance.

☞ COSC Best Practices ☞

Navigational Menu bars should never scroll. Plan your menu to fit on a single 600 x 800 screen. If students at that screen resolution do not realize that they need to scroll to see more links, they may never click on them!

Adding Additional Weeks to Your Course

In some special cases you or COSC may decide that you need to add more weeks to your current course structure. When these circumstances arise, you will need to ensure that your additional week(s) match the format of the original content.

To make this process as simple as possible, the best way to add your new material is to copy an already existing week and make the necessary adjustments. Here are the steps you need to follow to copy a week:

1. Go to the Control Panel.
2. Navigate to the “Course Content” area.
3. To the far right of one of the completed week and click on the “Copy” button.
4. On the subsequent screen next to Destination Folder, select the “Browse” button.
5. A smaller pop-up window will appear showing the Course Map for your course (if you do not see the pop-up window, check to see if it loaded behind your main Blackboard browser window).
6. Click on the “Course Content” folder as that is where you will need the copied material to be found.
7. When you are returned to the main Blackboard browser window, click on the “Submit” button to complete the process.
8. On the confirmation screen, click “OK.”

- You should now see your new copied folder on the “Course Content” page. Make sure that you modify the folder name to the next sequential week/unit number.

Controlling Release of Material

In Blackboard®, you can control when your students will be able to view content in your course. You can choose to restrict when students can see individual items (e.g. a quiz, an assignment) or an entire folder which will hide the folder and all of its contents (e.g. you can hide all of the Week 1 content by adjusting the settings for the Week 1 folder). Remember – because you are an instructor, you will always have access to all the content.

The screenshot shows the 'Options' form in Blackboard. It has a title bar with a '2' icon and the word 'Options'. Below the title bar, there are three main sections:

- Make the content available:** Radio buttons for 'Yes' (selected) and 'No'.
- Track number of views:** Radio buttons for 'Yes' and 'No' (selected).
- Choose date and time restrictions:**
 - Display After: A date and time picker set to Jun 06 2008 04:05 PM.
 - Display Until: A date and time picker set to Jun 06 2008 04:05 PM.

There are two ways to control the release of material: Setting Date and Time Restrictions or Setting Availability. Both methods are described in detail below. Make sure that you read both before choosing how to proceed. Remember: you are not required to use either method – these options are just being presented to you for your reference.

1. Setting Date and Time Restrictions

By setting date and time restrictions you can set your content to be invisible or visible based on the date. When using this feature, your content will be invisible to students until the “Display After” date that you specify. Once the content is visible, it will remain visible for the rest of the semester unless you also set up a “Display Until” date. The “Display Until” date is the date and time on which the material will again be hidden from the student view. You do not need to set up both a “Display After” and a “Display Until” date, but you definitely can.

By default all items/folders provided in the template and all those that you add will not have date and time restrictions applied to them. If you choose to use this feature, you will need to set up the “Display After” and “Display Until” dates and times manually.

To set the date and time restrictions, go to the “Control Panel” area of your course and follow these steps:

- Navigate to the item or folder that you want to “hide.”
- Click on the “Manage” button to the far right of the item/folder.
- On the Modify screen, scroll down to the “Options” area. *
- Select the check box for “Display After”.
- In the menus directly below “Display After” select the appropriate date and time after which the item/folder will be visible.
- If applicable, you can also select the checkbox for a “Display Until” date. On the “Display Until” date, the item/folder will disappear from the student’s view.
- Once the dates are set, click on the “Submit” button at the bottom of the screen to confirm.

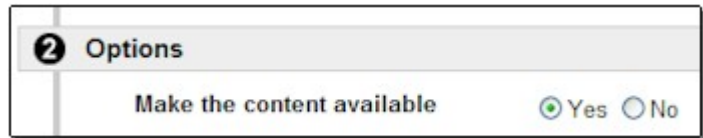
* When modifying the date and time restrictions for a quiz, you will first need to click “Modify Test Options” before you reach the “Modify” screen.

Just remember that if you use date and time restrictions you will need to update them every semester. COSC will provide a term calendar that will give you the dates for each week of the semester that you can reference when setting up your date and time restrictions should you decide to use them.

2. Setting Availability

The second option for controlling the release of content is setting the availability of an item/folder. This feature allows you to hide content, but is not based on dates. Items/folders that you set as “unavailable” (invisible) to students will remain unavailable until you go back to that item/folder and change the settings back to “available.” If you do not go back and make the item “available,” students will never see that content. This feature requires you to keep track and manually release content when you want students to have access.

By default all items/folders provided in the template and all those that you be set as available. If you choose to use this feature, you will need to set up the change the settings manually.



To set availability for an item/folder, go to the “Control Panel” area of your course and follow these steps:

1. Navigate to the item or folder that you want to “hide.”
2. Click on the “Modify” button to the far right of the item/folder.
3. On the Modify screen, scroll down to the “Options” area. *
4. Next to the “Make the content available” select the radio button next to “Yes” or “No” as appropriate.
5. Once you have set the availability, click on the “Submit” button at the bottom of the screen to confirm.

* When modifying the date and time restrictions for a quiz, you will first need to click “Modify Test Options” before you reach the “Modify” screen.

Just remember that if you use the set availability feature, you will need to manually make all items available or unavailable as you move through the semester.

Appendix A

Course Development Matrix

This document, constructed in a tabular format, will assist you in organizing your course content and is compatible with the online course format; completion of this document is optional.

Course Development Matrix 8-Week/Unit Format* Charter Oak State College

Course: _____

Date: _____

Course Developer: _____

Week/ Unit	Student Learning Objectives (SLOs)	Overview	Assignments				Assessments
			Readings	Homework	Discussions	Other Required Content (Interactive or Technology-related Activities)	
Directions	Provide the appropriate SLOs as indicated in the approved course proposal. For example: 1, 2	Provide a brief overview of the course content for this week. A more detailed overview will be required for the online course shell.	Provide a list of the required readings for this week/unit as follows: Chapter 1 Chapter 2 (pp. 16-34)	Provide a description of any student work that is due for this week/unit, or required preparations for the next week/unit. Also indicate if there are any non-graded activities (quizzes, exercises, etc.) that might benefit the students.	Provide a list of the discussion topics for this week/unit as follows: Topic 1: Introductions Topic 2: Topic 3:	Provide a description of any other content associated with the required assignments, such as labs, simulations, PowerPoint slides, etc. for the specific week or unit.	Provide a list and description of any assessments (graded quizzes, exams, writing assignments, research papers, etc.) associated with any specific week or unit.
1							
2							
3							
4							
5							
6							
7							
8							

* Add additional rows as necessary.

Course Development Comments/Notes
Use the area below to record any comments, notes, or information that might be useful in developing or re-developing your course.

Appendix B

Sample Syllabus

The document provided on the following pages is a copy of the sample syllabus that you should use to develop your course syllabus. This document is provided here for your reference only. If you are developing a new course for Charter Oak State College (COSC), the syllabus template was provided with the Course Proposal Template and Course Syllabus. Otherwise, you will receive an electronic version of this document from the COSC Distance Learning Office (DLO) to use as you build your syllabus. Once completed, you will submit your syllabus to the COSC DLO to be added to the COSC web space. Please review the next few pages to familiarize yourself with the required subsections of the syllabus as you prepare to write your own.



55 Paul J. Manafort Drive
 New Britain, CT 06053-2150
 860-832-3800
www.charteroak.edu

Course Syllabus

OCD 101: Online Course Development Semester Year

Course Description:

[Enter the course description exactly as it appears in the Course Proposal. Note: All text must be in Arial 10 pt. font. Highlight this text and replace it with the appropriate course description.]

Prerequisite(s):

- [List the course prerequisites as they appear in the Course Proposal. Highlight and replace this text with the appropriate prerequisite(s).]

Student Learning Outcomes (SLOs):

1. [List the Student Learning Outcomes as they appear in the Course Proposal. Highlight and replace this text with the appropriate student learning outcomes. This list must be numbered.]

General Education Outcomes (GEOs):

1. Generally, COSC will determine, based upon the Course Description, the GEOs of all courses. This information may or may not be available at the time when the syllabus is originally developed. Please see Appendix F for a list and descriptions of the current GEOs.

IMPORTANT: If GEOs are applicable for this course, then one or more SLOs, listed in the previous section, must adequately address the GEOs. For example, if the course is intended to satisfy "Global Understanding," then one or more of the SLOs must address a global issue.]

Course Activities and Grading:

[List the graded assignments, along with the applicable week, course points, and weight. Below is an example. Add or delete rows as necessary, then highlight and delete this text.]

Assignment(s)	Points	Weight
Discussions (?? Pts, Weeks 1-7)	350	35%
Midterm Exam (Week ?)	100	10%
Project Plan (Week ?)	50	5%
Final Report (Week ?)	200	20%
Final Exam (Week ?)	300	30%
Total	1,000	100%

[Other grading rubrics, if applicable, should also appear here. Cut and past the appropriate grading rubric(s) either from the COSC Grading Policy document (see attached) here or insert your own rubric(s). Note: The COSC Institutional Grading Policy will appear only in the course shell under "COSC Policies." Highlight and delete this text.]

Required Text(s):

[List the text book(s), course book(s), scholarly monograph(s), etc. that may be required for this course; list them as they appear in the Course Proposal. Highlight and replace this text with the appropriate required text information.]

Additional Resources:

- [List any supplemental materials as they appear in the Course Proposal; optional (general information) hyperlinks will only appear in the course Weblibliography. Highlight and replace this text with the appropriate additional resources.]

Course Schedule:

[The course schedule should appear in a rubric format and indicate, by week/unit, SLOs, readings and exercises, and brief descriptions of the course assignments. This information must match the readings, exercises, and assignments in the weekly content area of the course shell; however, that information will be provided in greater detail. Highlight the information below and replace it with the appropriate readings, exercises, and assignments. Add or delete material and rows as appropriate, then delete these instructions.]

Week	SLOs	Readings and Exercises	Assignment(s)
1	1, 2	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? (pp. ?? - ??) 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded)
2	2, 3	<ul style="list-style-type: none"> • Topic ? • Chapter ? (pp. ?? - ??) • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded)
3	4, 6	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded)
4	5	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded) • Take the Midterm Exam
		Midterm Exam Chapters ?, ?, ?, ?, and ? SLOs 1, 2, 3, 4, 5, and 6	
5	2,7	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not

Course Development Guidelines

			graded)
6	8	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded)
7	3, 6, 8	<ul style="list-style-type: none"> • Topic ? • Chapter ? • Topic ? • Chapter ? 	<ul style="list-style-type: none"> • Read assigned chapters • Participate in the Discussions • Review the Lecture material • Take the Practice Quiz (not graded)
8		Final Exam Chapters ?, ?, ?, ?, ?, etc. SLOs 1, 2, 3, 4, 5, 6, 7, and 8	

[Provide any additional information that you believe is necessary for this syllabus. Note that Instructor Information will only appear in the course shell under “Faculty Information.” This “master” course syllabus will allow for additional instructors to teach the course, yet use the same syllabus. COSC will maintain a copy of this master syllabus on file.

Also, note that COSC Policies and Library Resources will no longer be contained within the course syllabus, but will be linked globally in each course shell. Course developers and instructors will no longer be responsible for updating and including this information in their syllabi or course shells.

Please delete the text within these brackets.]

Appendix C

“Guidelines for Developing Student Learning Outcomes and Exam Questions Using Bloom’s Taxonomy”

The document provided on the following pages is a copy of the guidelines used for developing quiz and exam questions for Charter Oak State College (COSC) courses. The document will help you as you write the specific exam questions for your course. Student Learning Objectives (SLOs) will be listed in your syllabus and should be reflected in the course readings, assignments, and discussions for your course. This document is provided here for your reference only. Please review the next few pages to familiarize yourself with the concepts presented as you prepare to write your course, SLOs, and assignments/exams.



**GUIDELINES FOR DEVELOPING STUDENT LEARNING OUTCOMES
AND EXAM QUESTIONS USING BLOOM'S TAXONOMY**

The following guidelines should be used when developing Charter Oak State College Student Learning Outcomes (SLOs) and exam questions.

Competence	Skills Demonstrated	Question Cues
Knowledge	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of date, events, places • Mastery of subject matter 	<ul style="list-style-type: none"> • List • Define • Tell • Describe • Identify • Show • Label • Collect • Examine • Tabulate • Quote • Name • Who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences 	<ul style="list-style-type: none"> • Summarize • Describe • Interpret • Contrast • Predict • Associate • Distinguish • Estimate • Differentiate • Discuss • Extend
Application	<ul style="list-style-type: none"> • Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge 	<ul style="list-style-type: none"> • Apply • Demonstrate • Calculate • Complete • Illustrate • Show • Solve • Examine • Modify • Relate • Change • Classify • Experiment • Discover

Course Development Guidelines

Analysis	<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components 	<ul style="list-style-type: none"> • Analyze • Separate • Order • Explain • Connect • Classify • Arrange • Divide • Compare • Select • Explain • Infer
Synthesis	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions 	<ul style="list-style-type: none"> • Combine • Integrate • Modify • Rearrange • Substitute • Plan • Create • Design • Invent • What if? • Compose • Formulate • Prepare • Generalize • Rewrite
Evaluation	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity 	<ul style="list-style-type: none"> • Assess • Decide • Rank • Grade • Test • Measure • Recommend • Convince • Select • Judge • Explain • Discriminate • Support • Conclude • Compare • Summarize

Source: "Bloom's Taxonomy." Learning Skills Program. 2005. University of Victoria. 7 Nov. 2006

<<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>>.

Adapted from: Bloom, Benjamin S. Taxonomy of Educational Objectives. Boston: Allyn and Bacon, 1984.

Appendix D

Charter Oak State College: Institutional Grading Policy

The document provided on the following pages is a copy of the institution-wide grading policy for Charter Oak State College (COSC) courses, effective July 1, 2007. The document provides a letter grade, percentage, and grade point conversion table to help you when you assign final grades to students. This document is provided here for your reference only. A copy of this document is provided within in the Policies section of course template for both you and students to access as needed throughout the semester. Please review the next few pages to familiarize yourself with the COSC Grading Policy.



INSTITUTIONAL GRADING POLICY

Grades

The faculty will grade assignments and examinations within one to two weeks of receiving them and provide a grade and comments when appropriate. The student must receive a passing grade on the final examination, when one is required, to pass the course. The course grade will be based on the final examination grade; the mid-term exam, if one is required; and grades on assignments and papers, as appropriate. All research papers, assignments and examinations must be completed by the last day of the course or at the discretion of the instructor. Failure to do so may result in an “F” grade on the student’s permanent record.

Under extraordinary circumstances, such as serious illness or the student or death in the family, students may be granted a two-month extension to complete video-based practicum courses. If no extensions are requested, all papers and examinations must be completed by the date of the final examination. The first extension must be requested before the final examination is given or final project is due. The student must submit an Extension Form plus a \$45 extension fee to the Distance Learning Office. Except in the case of financial aid students, a second extension of two months may be permitted for another \$45. If you have an approved extension, notify ACT MultiMedia to avoid additional videotape or DVD rental costs.

Due to the rigors and constraints associated with online learning, there are no extensions available in online courses. However, under "special circumstances" such as serious illness of the student or death in the family, a student may request two weeks to complete the course at no charge. If permission is granted by the instructor and the Director, Distance Learning Program, the student must complete the course within two weeks. A grade of Incomplete will be recorded. If at the end of two weeks, the outstanding work has not been submitted to the instructor, the Incomplete grade will become an "F" grade.

If a student would prefer to receive a paper copy of his/her grade report, he/she must indicate his/her preference on their course registration form or contact the Distance Learning Office at dllinfo@charteroak.edu prior to the start of the course.

Grading System

Charter Oak State College utilizes a four-point grading system, where an “A” equals 4.0 grade points and an “F” equals 0.0 grade points. Each grade and grade point designation will correspond to a numerical percentage range as shown below.

Letter Grade	Range (%)	Grade Point	Letter Grade	Range (%)	Grade Point
A	93.0-100.0	4.0	C	73.0-76.9	2.0
A-	90.0-92.9	3.7	C-	70.0-72.9	1.7
B+	87.0-89.9	3.3	D+	67.0-69.9	1.3
B	83.0-86.9	3.0	D	63.0-66.9	1.0
B-	80.0-82.9	2.7	D-	60.0-62.9	0.7
C+	77.0-79.9	2.3	F	0.0-59.9	0.0
W	Withdrawal - Students who want to withdraw from a course must do so in writing to the Distance Learning Office who will then notify the instructor. If they do not withdraw “officially,” the instructor will grade them on the work they did in the course. If the student did not take the final exam, he/she will not pass the course.				

Course Development Guidelines

I	Incomplete - For video-based or correspondence courses only. Issued with the approval of the instructor and the Director, Distance Learning Program when, due to special circumstances, a student is granted an extension. Online students are not entitled to extensions.
AU	Audit - Allowed if the instructor of the course grants permission prior to registration. An audit grade cannot be changed to a letter grade after the course begins, nor can a letter grade be changed to an audit grade after the course begins.
P	Pass – Students do not have an option of electing to take a course as Pass/Fail. P grades are allowed for courses that have been approved by the Academic Council as Pass/Fail.

Appendix E

Summary of Charter Oak State College Best Course Development Practices

The document provided on the following pages is a summary of Charter Oak State College (COSC) Best Online Course Development Practices.



**SUMMARY OF CHARTER OAK STATE COLLEGE
BEST ONLINE COURSE DEVELOPMENT PRACTICES**

- A. For the best online readability, you should:
1. Only use Arial font in 10 or (size = 2).
 2. Avoid using all uppercase for large text areas.
 3. Avoid using color-coded text.
 4. Avoid using excessive bold, italic, or underlined text.
 5. Use the “Alt Text” option when adding images to provide a description of the image.
- B. Studies suggest that students need to feel like their instructor is ever-present in the online course. Posting frequent announcements is one way to make your presence known. On average you should post a minimum of two to three announcements per week.
- C. It is highly recommended that instructors use the “Assignments” tool instead of the “Digital Drop Box.” The “Assignments” tool automatically creates columns in the grade book through which instructors can access student submissions. The Assignments tool organizes student submissions and ensures that no student files are lost. Instructors may also provide feedback for students and/or attach a document to be returned to the student with the original files.

NOTE: *The “Digital Drop Box” has been disabled by default, but can be enabled if so desired. Again, COSC strongly encourages the use of the “Assignments” tool.*

- D. Before you hold a Collaboration session, you should first consult your students to set an appropriate date and time. You will need to make sure that you are sensitive to student computer limitations as well as time zone differences. Typically you will want to offer a few possible chat times, have students vote for the day and time that works best for them and select a day based on student feedback.
- E. In your discussion board rubric, you should build in a requirement that students respond to at least 2 of their classmates. Some students do only what is required of them – so if you do not require them to respond to each other, the discussion may not take off.
- F. Establish a standard for student-instructor communication by choosing either the “Messages” tool or the “Send Email” feature and announcing your choice to your students. This will eliminate confusion and ensure that students know where they can expect to find your messages.

The internal “Messages” tool is more reliable than using the “Send Email” feature. When you send a message through the “Messages” tool, a copy of your message is stored in your “Sent” folder for you to reference whenever you need. “Send Email” messages are not logged or tracked in any way. Also, the “Messages” tool provides a centralized area for you and your students to find course related messages that is free of spam and personal emails.

- G. When you add a link in Blackboard®, you should select the option to “Open in New Window.” This allows students to click on links and explore, but does not lose their place within the course. Students need only close the new window to get right back into the course where they left off.
- H. To make your course more accessible to students with disabilities, always use “Alt Text” to describe your images. If you include audio or video files, provide a text transcript for those who can not hear or see – or for those without speakers in their computer!
- I. Navigational Menu bars should never scroll. Plan your menu to fit on a single 600 x 800 screen. If students at that screen resolution do not realize that they need to scroll to see more links, they may never click on them!

Appendix F

General Education Outcomes (GEOs)

The document provided on the following page is a list of General Education Outcomes that may be applicable to Charter Oak State College (COSC) courses.



GENERAL EDUCATION OUTCOMES

Skill Areas:

Code	Title	Outcome
o	Oral Communication	Students will communicate effectively using Standard English and speak (post) thoughtfully, clearly, coherently and persuasively.
e	Written Communication	Students will communicate effectively using Standard English, read and listen critically, and write thoughtfully, clearly, coherently and persuasively.
y	Information Literacy	Students will be able to locate, evaluate, synthesize and use information from a variety of sources and understand the ethical issues involved in accessing and using information.
d	Ethical Decision Making	Students will be able to use critical thinking skills to make ethical decisions.

Knowledge Areas:

Code	Title	Outcome
u	U.S. History/Government	Students will have an understanding of the ideas and processes that shaped the history of the United States.
n	Non-U.S. History or Culture	Students will have an understanding of major developments in the history and culture of other countries.
g	Global Understanding	Students will have an understanding of the impact since 1945 of nations, regions, and cultures upon other nations, regions, and cultures and the impact of these interactions on individuals.
a	Literature and Fine Arts	Students will demonstrate an understanding of the arts and literature and gain an appreciation of its impact on our heritage and culture.
b	Social/Behavioral Sciences	Students will gain an understanding of self and the world, of social and cultural institutions, and the interdependent nature of the individual, family and society in shaping human behavior.
q	Mathematics	Students will have an understanding of mathematics beyond the entry-level requirements for college.
s	Natural Science	Students will understand the basic scientific process and theories, and be able to apply scientific inquiry.