Columbia College

Distance Education Handbook and Reference Manual for Online Teaching and Learning

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There are three broad categories of online instruction:

- Online Courses - courses that meet fully online.
- Hybrid Courses - courses that have a combination of online and face to face meetings. The on-campus meetings need to be specifically scheduled and listed in the Schedule of Classes.
  - Curriculum Committee approval of a **DEA (Distance Education Addendum)** form is required for online and hybrid class modes.
- Online Enhancement – face to face courses that use the Internet and course management software to supplement traditional face to face instruction.

☑ Fully online and hybrid modes require the Department and Division Dean's approval to develop the fully or hybrid online courses.

Section II – TEACHING ONLINE

If you want to know more about online instruction: Request to view some courses already developed in your subject area or a related area and discuss with the current online faculty. Visit the Exemplary Blackboard Courses to view Blackboard and Exemplary Course Projects.

Visit Columbia College's Faculty Support Page. This Web page provides the following support resources designed specifically for faculty.

- Blackboard Alerts and Updates
- Blackboard 9.1 Instructor's Manual
- Request link for Enhancement shells
- Training and Support Resources
- Student Email Blast
- E-Add Card
- Curricunet Link
- Columbia College Distance Learning Handbook
- CCCConfer, Virtual Conferencing Tool
- EduStream for Hosting Multimedia
- National Standards for Quality Online Teaching
- Faculty and Staff Technology Training Schedule
- Academic Performance Report for Online Students

Visit Publisher websites. Many major publishers have electronic resources freely available to those who adopt their textbooks. While some publishers may provide CD's containing image banks, test banks, audio and video content, others may have already developed a Blackboard course in your specific subject area. To access what many publishers call e-packs (classes already devel-oped for instructor adoption), visit the e-pak repository. At this site you'll find information describing how you can review a publisher's course and learn about issues related to adopting the class for use in Blackboard. Most of these courses come with a variety of content and activities that faculty may choose to modify or use "as-is". You may also access publisher websites directly to learn about which books may already have a Blackboard-ready course available for adoption. While you will still need to learn how to use Blackboard, it significantly decreases course development time. Even if you don't like the publisher's e-pack, use the free 30-day review feature for some great ideas in developing your own course.

Steps for Teaching Online at Columbia College

After having carefully considered the issues associated with teaching an online class the following steps should be taken to ensure your online course will be ready for the semester.

Step 1. Class Format

Determine the format of your course: Fully Online, Hybrid or Online Enhancement. You may also work a developmental shell and migrate it when all the content has been created.

Step 2. Meet with your Division Dean

NOTE: All fully and hybrid online classes must have the approval of the Dean of the Division responsible for offering the course. Meet with your Dean to discuss the possibility of online instruction. This is also the time to discuss the class enrollment size of your course with your Division Dean.

Step 3. Curriculum Issues

The course reference number for an online course is the same as the course reference number for the equivalent on-campus course. A DEA (Distance Education Addendum) form request must be filled out in Curricunet anytime a course is offered in a new mode.

Here is an example of a DEA (Distance Education Addendum).

METHOD OF INSTRUCTION: ONLINE COURSE This is a fully online course. Students must have access to a computer and an Internet connection.
TEACHING MODALITIES
- Orientation Sessions   - Group Meetings/Review Sessions   - Telephone Contact   - E-mail   - Asynchronous Discussion   - Viewing Materials   - Computer-or Web-based Activities   - Written Activities   - Reading Online Materials   - Other Assigned Readings   - Examinations

COURSE ANALYSIS
1. **Describe how the teaching modalities checked above will facilitate regular and effective instructor/student contact.** 1. Weekly asynchronous threaded discussions and synchronous chat allow for regular contact and ongoing conversations about concepts between instructor/students as well as between students. 2. The discussion board allows students to ask questions about the course 'out loud' and receive answers either from instructor or fellow students. 3. Telephone/email access allow students to have private contact with instructor. 4. Assigned regular activities (i.e., web-based activities, case studies) with follow-up written assignments provide students with opportunities to use or experience concepts in an interactive manner and summarize their findings which will be turned in. 2. **Describe the strategies used to ensure authenticity of assessment.** 1. Locked into browser during assessment 2. Comparing assessment to written work turned in, lab exams (taken in the face-to-face class section) and threaded discussion responses 3. Assessments are timed, show only one question at a time, and do not allow for backtracking

All curriculum-related questions should be directed to the Curriculum Committee Chair or committee member.

Step 4. Getting a Blackboard Account

- If it is a fully online or hybrid course this will be entered in Datatel with the appropriate coding. There is a Faculty Request Form for an enhanced shell request. See Columbia College's Faculty Page to request a Blackboard shell. Blackboard Shell Request
- You will log in using your YCCD account.

NOTE: If you are new to online teaching you and have been approved to teach a fully online or hybrid online course we require you to join a training cohort or online developer's group. If you wish to use the Blackboard Course Management System as an enhancement to your face to face classes please contact the Distance Education Coordinator for information on how to get started.

If you would like additional experience and training check out @ONE Online Courses at @ONE Training. This fully online program prepares faculty to teach online in a Web enhanced, hybrid, and fully online courses. You'll master elective course design skills, increase your student success and retention rates, use your management tools and learn to leverage new media to inspire your students to excel.

Columbia College also offers CMPSC101, a 6 week hybrid course, "How to Succeed as an Online Student," which will introduce you to the Course Management System and online learning from a student's perspective.

Give yourself enough time prior to the date you expect to offer the online course, so that the demo course can be transferred to the current semester course. It is generally recommended that you start developing and loading content into the demo shell, one to three months ahead of the expected start date.

Step 5. Have a short description of the course along with technology requirements available for students to view on your faculty Web page. The Columbia College Webmaster will post this information prior to the start of each semester. It is your responsibility to make sure it is received by the Web Master. Students will be encouraged to check faculty Web pages for pre-instructions.

Step 6. Prior to the semester, *fully online and hybrid* courses listed in the course schedule will be automatically created. Developmental and Enhancement shells need to be requested and will be created upon request. Request the developmental shell from the Distance Education Coordinator.

Students are added when the roll sheets are printed 5 days prior to the course start date.

Step 7. Perform a Browser Tune-up

Blackboard recommends that your Browser Settings be set to refresh the page every visit and to enable java. This browser support link is located below the log in dialog box on the Blackboard log in page. It will say Click on Browser Support Link.

Step 8. Server Issues and Contingency Plans

Develop "contingency plans" in the event of server failure or adverse weather conditions. This may include an alternate web site, postponing of due dates, or using an external student email announcement (such as the Email blast).

Step 9. Bookmark Support and Help Information from the Distance Learning Menu>Faculty Resources. A district Online Help Desk is available to answer student questions. The Help Desk staff will answer general Blackboard questions dealing with procedural and technically oriented questions. You must be prepared to answer all content and course related questions students may have. The Online Help Desk hours and information can be found on the Blackboard log in page. The help desk will be staffed by trained MJC personnel. Questions that deal with obvious course content issues will be directed immediately to faculty via transfer to their office e-mail/voice mailbox. Simple technical questions will be handled by the staff member answering the telephone. The goal of the help desk is a "one-stop shop" where students' questions, problems, etc. are dealt with expeditiously, with respect and courtesy. The goal is to make every attempt to solve the problem at the time the student calls; if they can't do it then, we will make every effort to resolve it within 1 working day. Help Desk Email: onlinehelpdesk@yosemite.edu (***Recommended***) Phone: (209) 575-6412.

Section III – WHAT DO I NEED TO KNOW?

Just as there are characteristics that can be good indicators for how successful a student will be online, your answers to the following questions may indicate whether or not online instruction is a good mode of delivery for you:

- How would you rate your comfort with technology?
- How much planning do you do for your classes before the semester begins?
- How do you manage your time/ workload?
- How comfortable are you with using email to communicate with others?

Computer Skills Required: Teaching online can be a rich and rewarding experience; however, before deciding to teach online you may want to assess your computer skills. The following list is a basic skills requirement that may help with your decision.

- Ability to send email including attachments
- Ability to use Windows XP, Vista or Windows 7, Mac OS 10.3.x (or higher) to perform the following tasks:
- Copying, moving, renaming and deleting files
- High-lighting, copying, pasting and deleting characters
- Creating New Folders
- Navigating among existing Folders to locate or save files
- Using the Find feature to locate a file or folder
- Using both buttons of a standard 2 button mouse
- Maximizing, minimizing, restoring and resizing windows
- Using the Task Bar for moving between programs

Internet Browsers to perform the following tasks:

- Browsing web sites
- Use of the Bookmark or Favorites function while browsing
- Use of plug-ins. For example, Real Player, QuickTime, and Windows Media Player. Saving files as html documents or PDFs
- Saving images while browsing
- Use of a fully featured word processor (Word, WordPerfect, Open Office) to create document files, html files, rtf, PDF or txt files.

These skills are required in varying levels depending upon the type of online class you intend to teach. If you intend to utilize mainly text-based materials, the use of plug-ins for delivery of streaming audio/video is less critical. However, it is essential that faculty feel very comfortable using Windows 2000, XP, Vista or Windows 7 to perform the above functions. If you don't feel comfortable with your computer skills, you may wish to sign-up for "How to Be a Successful Online Student", CMPSC101, offered by Columbia College in the fall and spring semesters. In

addition, you can request an experienced Blackboard user or Distance Education Coordinator to help provide support and assistance. There are also other opportunities for training that may be provided and announced over the course of the school year.

🖥️ Minimum Technological Requirements:

Students are informed of the following minimum technical requirements under the Distance Learning Menu>Student Resources. All faculty computers should already meet these specifications. If yours does not, contact your Division Dean.

Minimum Standards for Equipment, Software for online teaching.

PC Requirements

Microsoft Windows 7, Vista, or XP . **Note:** Windows 95 and Windows 98 are not supported. Linux and other operating systems may function, but are not officially supported by the college.

512 Megabytes of memory.
20 Megabytes of disk space.

Macintosh Requirements
G4 and G5 Macintosh computers, White iBooks, and Cubes are supported. All MacBook, Mac Pro, Core, and Core Duo computers are supported (including the Mac Mini).
Mac OS 9 or OS-X 10.1.x (or higher) are supported

- Reliable personal email and Internet web access account with a commercial Internet Service Provider (ISP) Soundcard, speakers and appropriate software highly desirable
- Easy access to all of the above on a 24/7 basis from an off-campus site Technology Skills
- Previous email experience required, with knowledge of working with file attachments
- Previous web browsing and web research experiences strongly recommended
- Previous experience uploading and downloading files strongly recommended
- Online chat experience strongly recommended. (Some courses use this option more than others)

Section IV – POLICIES AND PROCEDURES

If you decide to teach an online course, the following ***recommendations*** have been adapted, MJC's Virtual Classroom Committee Policies and Procedures and Columbia College's Distance Education Committee:

1. All online classes offered at Columbia College and MJC will have a common "front end," which is currently Blackboard 9.1. Faculty is free to design courses in a way that best meets their objectives.

2. Faculty teaching online courses are responsible for acquiring the training necessary to teach online. At this time, Columbia College offers free training and a stipend for online course development through its online training cohort on a space-available basis and ongoing online developers training through the Instructional Technology Center and funded by the Title III grant.

3. Faculty will provide a learning experience that is <u>equivalent</u> (not necessarily identical) to the same face-to-face course.

4. Faculty will clearly articulate to students course requirements and deadlines.

5. Maximum class size for online classes will be no greater than for the equivalent face-to-face course, except by mutual agreement of the faculty member and Division Dean. Recognizing that optimal class size for online learning is usually smaller than face-to-face classes (15-20 students, depending on the discipline), a faculty member and his/her Division Dean may choose to set the student cap lower than that for the equivalent face-to-face course.

6. Columbia College recognizes the complex intellectual property issues online education poses. These issues are negotiated between the YFA and YCCD.

7. Faculty must agree to abide by all state and federal laws when posting course materials, including the Americans with Disabilities Act.

    a. It is the responsibility of the instructors to make sure all video/audio materials are closed captioned or accompanied by transcripts. See the DSPS Department for advisement and consultation.

8. Faculty must agree to abide by all state and federal laws when posting course materials concerning copyright laws and fair use policies.
    a. Check with the Distance Education Coordinator for guidelines and rubrics.

9. Faculty is responsible for providing course materials. A faculty member may elect to use publisher-provided content; it is the faculty member's responsibility to contact the publisher.

10. Faculty who wish to teach a course online should speak first to the respective department and the appropriate Division Dean. Recognizing that course development and design takes a significant amount of time, faculty should make every attempt to develop the course at least a semester in advance.

11. Faculty is recommended to post course information and pre-instructions on their faculty's Web pages for the online course listing.

12. It is the responsibility of the instructors to make sure all multimedia materials do not violate the copyright and fair use policy. Check with the Distance Education Coordinator for guidelines and rubrics.

13. Faculty is responsible for administering the "Open Proctoring" procedures and securing computer lab time if they require students to be physically proctored during exams.

Modesto Junior College and Columbia College currently uses the Blackboard Learning System as its course management tool. Faculty is free to design their courses to best meet their students' needs, as well as to match their individual teaching styles.

Section V – COURSE MANAGEMENT

To aid in course management, you should load as much content as possible prior to the start of the semester. You will most likely find it very difficult to create and upload content once you are trying to keep up with the students' needs. The Instruction Office, together with Registration and Information Systems, has implemented some policies to assist online instructors with course management issues. First, students will be automatically added to your Blackboard shell on a daily basis, beginning the day the roll books are printed.

This section also contains information about beginning-of-the-semester tasks, such as adding students to your online classes, and end-of-the-semester tasks, such as reporting data to the Records office and course maintenance.

Posting Course Information to College Website

Each semester, the Columbia College Web Master posts information on the Online Fall/Spring Semester Page. This provides students a central location for information about online classes prior to registration.

- Course Name and Modality (Fully Online or Hybrid)
- Instructor's name
- A link to the Instructor's Faculty Web page

Student Quick Guides to Success

It is important that faculty respond to this in a timely manner so students can make informed decisions about the courses in which they enroll. Be sure to proof your course information once it is available on the website.

Beginning of the Semester Check List

At the beginning of your online course there are several tasks that you must complete and a few tasks you may want to complete.

- Blackboard recommends that your Internet browser reload the page each visit and that your Java is enabled

- **Backup your personal files:** Blackboard backs up our shells and content and you may want to back up your personal files.

- **Update/Release Content:** Be sure that you have updated the course content and make it available to students. Students will have access to generic tools when the Blackboard shell is created; how-ever, you must release any content that you want the students to examine.

- **Orientate the Students to Blackboard:** An orientation or "Getting Started" module or meeting for students is a good way to introduce students to Blackboard. Create the orientation module to allow students to use different tools. This will allow students a chance to learn some of the more difficult Blackboard tools in a relaxed and comfortable manner.
- **Designate usage of Email from Blackboard:** This will give you the information you need (what course, student name, date) and help you with managing when you read messages from students.
- **Automatic Grading:** Use automatic grading options when possible and appropriate.
- **Assignment Grading:** Remember that you will need time to grade assignments and exams. The time required to grade assignments may take longer due to server issues; download time issues, and other unexpected issues. Be sure you have enough scheduled hours each week for grading.
- **Avoid Distraction:** Try to choose times to work on your course when you have plenty of time with no interruptions.
- **Remember, that an online class can be 24/7, so any time of day or night is good. Focus on Priorities:** If the objective of the course is for students to be able to complete particular math problems, then concentrate your grading efforts on problem solving issues and less on discussions.

Registration Issues

Adding Students Prior to the Semester

Students when they register during normal face to face and online registration periods are automatically added to Blackboard classes by the Datatel/Blackboard snapshot process. Faculty should not attempt to add students manually. **This is a district level activity.**

Wait Lists and Electronic Add Cards: Be aware that students who attempt to add a closed class during the normal registration period will be put on a standard "waitlist." The link to the "Adding an Online Class" on the Distance Learning Menu>Student Resources link will take students to a Web page that allows them to find a class, fill out a form to send to the faculty to request enrollment into the class. The instructor needs to send the student an **access code** found on the roster in order for the student to register.

Dropping Students during the Semester: Students Must Drop by Way of Admissions and will be removed from a Blackboard course shell. Each active Blackboard shell has the option to add a Test Student that you can use to view as a student. The Test Student option is located in the Blackboard shell's control panel under Course Tools.

Dropped Students: When a student has dropped your course through the Admissions Office, they are removed from the Blackboard class; however, if you choose to keep the students records, you may download the Grade Center information into a spreadsheet to preserve the student's record. If a student drops or is dropped you need the student's active records and proof of contact at a later date in time during the semester or shortly thereafter, please let the Distance Educator know to request the records from district IT in order to reinstate the student for a short window of time.

When your students are officially added the class, a Blackboard account will be created for them and they will be able to access the course. This may take up to one business day after they have paid their fees. To access the class they should:

1. Go to the Columbia College Home page

2. Select the Distance Learning Menu

3. Select Blackboard 9.1, to the login page

4. Perform the [Blackboard 9.1 Browser Compatibility Check](#)

5. Log in with "w" number and 6 digit birth date

6. Change password in My Places

7. Click "OK" to finish the log in procedure

8. Click the link for this course to access course material

Student Password Issues

New Blackboard Students: When students are added to a Blackboard course, their username and password are automatically generated by the Information Systems Department. The standard log in information is:

Student log on name: (ConnectColumbia)	6-digit id number ("w" number)
Student Password:	6-digit birth date

End of Online Course Check List

At the end of your online course there are several tasks that you must complete and a few tasks you may want to complete.

Before the Course Ends Survey Students

● You may wish to conduct an end-of-term course evaluation. To do so, use the survey tool in Blackboard. Survey results are anonymous, and the survey can be required or optional.

After the Course is Completed:

The Grade Center information is still required at the Records Office. You can download the Blackboard Grade Center into Excel and print it out.

- Submit Enrollment Document with Grades and returned to the Records Office.
- Make sure you have filled out ConnectColumbia's electronic grading form.
- If you have any students receiving an incomplete, you must fill out and submit the Student Incomplete form with your Grades.
- Make Grades Available to Students.
- If you would like students to view their final grades, you must enter or calculate them on Blackboard.

Backup My-Files

If you plan to use some of the HTML or other files you have created in the File Manager folder in Blackboard and do not want to restore an entire course to retrieve the files, you may want to download these files. The automated process for students to be un-enrolled in your online class is approximately 1 month from the end date.

Shell Deletion

The last item is a Request for Shell Deletion with the Distance Education Coordinator. Before requesting a shell deletion back up student records and the online content as well. This is your responsibility to make sure if you request a shell deletion the following has been completed beforehand. Active Courses must be on your system for at least one year before requesting to delete them.

Using Blackboard as a Course Management Tool

Blackboard is an excellent management tool for fully online, hybrid and as an enhancement for face to face courses. It incorporates many online tools, including chat rooms, threaded discussions, private Email, online quizzes, and student groups. Also included in Blackboard is a calendar for course dates and an area for students to check their grades and progress in the course.

Once you have determined your course goals and the objectives you would like to achieve, you can begin management within Blackboard. The following are brief descriptions of each Blackboard tool, as well as instructions for using the tools. Don't forget, Blackboard offers an excellent online help page if you are having difficulties with a tool. Many Blackboard tools promote this active learning and interaction.

Syllabus
Essential to all courses is a detailed syllabus outlining the particulars of the course. This should include learning objectives, a timetable of course activities, the required resources, and any expectations for the course. You may choose to create your syllabus in HTML, RTF or PDF format and upload the file into Blackboard's File Manager, or link to a syllabus already on another web page.

Discussion Tool

The discussion tool allows for student-to-faculty and student-to-student interaction. The interaction is asynchronous and encourages active learning. Blackboard permits you to create topics within the discussion board, allowing many threaded discussions to occur in one course. Below are some recommended rubrics for Evaluating Online Discussions.

Guidelines for posting to threads and contributing to an online discussion:

Distribute posting evenly during the discussion/class period (not concentrated all on one day or at the beginning and/or end of the period).
Post a minimum of one short paragraph and a maximum of two paragraphs.
Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a post then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
Address the questions as much as possible (don't let the discussion stray).
Quote from the assigned readings to support your postings. Include links when you quote from other outside sources.
Build on others responses to further develop threads.
Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
Use proper Netiquette (proper language, tone, mechanics, etc.).

Suggestions for participation in discussion forums:

How to post successfully; how to get your colleagues to read your posts: 1. Think of the assignment in terms of a dialogue not a writing exercise; engage in a discussion about the texts and issues of the course materials.   2. Elaborate one single idea and try to keep your message to one paragraph (150-200 words). Texts longer than 150-200 words are harder to follow on screen. Better-formulated, grammatically correct, clear posts attract more attention (from both instructor and colleagues).   3. Before you post, think about the assignment first and jot down notes as you read.   4. Develop your initial post in a word processing program where you can edit; then post.   5. Respond to one of your colleagues who supports your own thoughts or one that lacks supporting evidence or seems to fall short on an aspect that you think is important. You can pose questions, offer arguments (distinguish between opinion and argument), or play "devil's advocate."   6. Avoid responses that offer only right and wrong perspectives and ignore other possible answers; pose open-ended questions that invite dialogue.   7. Cite and/or provide links to help you readers associate and/or find the source you are quoting.   8. Title your post with a descriptive and/or interesting topic to flag the

instructor's attention (if necessary, i.e. Jane's Quiz) and to solicit response from your colleagues.

9. After you have posted, check back to see if anybody has responded to you and keep the dialogue going.

Rubric for evaluating online discussions:

Weekly Online Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
● **Timely discussion contributions**	Postings are well distributed throughout the week (5-6)	Postings distributed throughout the week (4-5)	Postings somewhat distributed (3-4)	Posting are not distributed throughout the week (1-3)
● **Responsiveness to assignment** ● **Demonstration of knowledge and understanding gained from assigned readings**	Postings demonstrate that readings are very clearly understood and incorporated well into responses.	Posts demonstrate some coverage of the readings. Readings are somewhat understood and incorporated into responses.	Postings are brief and have questionable relationship to reading material.	Posts provide no clear evidence that readings were covered, understood, or incorporated into the discussion.
● **Adherence to discussion guidelines**	All guidelines are followed	Four or more guidelines are followed	Two-three guidelines are followed	One guideline -= is followed
Points	9-10	8	6-7	5-less

Evaluation criteria for facilitating an online/class discussion:

- Verbiage - Is the entry grammatically correct and appropriate? (Yes, I do look at this, because I believe that articulation is important in scholarly discussions--this is not an AOL chat room.)
- Clarity - Is the entry concise and understandable?
- Detail - Is the entry specific and sufficiently explained? Does the author make reference to the readings and/or provide other sources?
- Logic - Does the entry draw legitimate connections, inferences and conclusions?
- Relevance - Is the entry germane to the issue? ("Chatty, humorous" posts are OK uncertainly add flavor to the discussions, but they do not count toward the grade.)
- Originality - Does the entry add new insight to the discussion? (This also applies when responding to colleagues' posts: "I agree" or "good point" are supportive, but not substantive responses, unless followed by insightful comments.)
- Reflectivity - Does the entry exhibit careful contemplation? (Vague, marginal posts do not reflect critical review of the course material or critical thinking.)

My Grades

The My Grades tool allows students to view their grades in the course. The instructor can include comments, release statistics and use calculations to control grading scales. The instructor can decide what is released and how much information the student will be allowed to view.

Learning Modules

The learning module provides an area in which to present lecture material, audio/video clips, supplements to on-campus lectures, and links to other areas, as well as other content materials. Within the content module, Blackboard features several tools that allow for active learning, interaction, and diverse learning styles. These tools include: annotations, audio, bookmarks, chat, discussions, wikis, glossary, goals, index, links, mail, quiz, references, search, self-test, and video. All of these tools can be linked directly to the content and some can be accessed separately.

Assessment

Student assessment is an essential part of any course, and Blackboard provides several tools to assess student learning online. The three primary assessment tools are: Quiz/Survey, Assignment Area, and communication tools for presentations.

Quiz/Survey

The Quiz/Survey tool allows for graded (quiz) or ungraded (survey) assessment. You can use any combination of multiple-choice, matching, calculated, short answer, and paragraph/essay questions. As well as having a variety of other question types, Blackboard also allows for different quiz types, including self-test, randomized tests, and timed tests.

Assignment Area

The Assignment Area tool allows students to upload a file to the instructor. This tool can be used for essays, graphic files, sound files, video files, or any other medium. The instructor must define the assignment as well as the file type required for submission.

Adaptive Release

Faculty can control when a student can access course material through the Adaptive Release option. Content can be released based on: Successful mastery of the previous module.

Who's Online?

You can use the Wimba now known as Blackboard IM chat program through the Blackboard interface tool to chat in real time with users who are enrolled in any of your courses and logged in at the same time you are logged in.

Other Communication and Management Tools Include:

Eluminate Live now known as Blackboard Collaborate (Virtual Conferencing Tool)
Turnitin – anti-plagiarism tool integrated within a Blackboard shell
Respondus Lockdown Browser for assessments