

Blackboard's Greenhouse Exemplary Course Program 2008 Submission Instructions and Form *Deadline: January 22, 2008*

Thank you for your interest in the Greenhouse Exemplary Course Program (ECP). Complete instructions for the process and the submission form itself are provided below in six sections. We look forward to reviewing your submissions!

Submission Process Overview

Submission of a course for consideration in the Greenhouse Exemplary Course Program consists of the following:

1. Evaluating your course using the Exemplary Course rubric in the submission form, below.
2. Gathering and submitting the appropriate evidence to support your submission, including identifying areas of your course that you wish to highlight and describing how your course meets the criteria.
3. Creating a back-up of your course and restoring it for access by the evaluation team.
4. Completing and submitting the Submission Form. Your evidence is documented throughout the form, supported with visual evidence located within the course.
5. Attaching ancillary materials, such as CDs or other supplementary materials not available within the course.

Submission Guidelines

Members of the Blackboard user community are welcome to submit courses for this year's Greenhouse ECP. Courses being submitted must be in one of the following Blackboard Learning Systems™: Blackboard Learning System™ – Enterprise License, Blackboard Learning System™ – Vista Enterprise License¹, Blackboard Learning System™ – CE Enterprise License², Blackboard Learning System™ – Basic License, or Blackboard Learning System™ – CE Basic License³.

Courses submitted must contain evidence of interaction among students, materials, and instructor(s). For this reason, submitted courses must be an archive of a grading period (e.g., a semester or marking period) offered and completed prior to the ECP deadline. While we prefer to evaluate completed courses in their entirety, we are essentially looking to evaluate a representative example of a full curricular body of material. **Please do not provide us access to courses in which students are currently enrolled.**

Please note: If there is no discussion/chat/email activity within the course, it will not be considered for review. To protect student information, you may copy several examples (at least six) of student interaction, obfuscate student identity, and re-post as course content with a heading "ECP Interaction Examples".

You may need to work with your System Administrator in order to create an archive of your course. Please contact us if you have difficulty doing so.

¹ Formerly WebCT Vista Enterprise License

² Formerly WebCT Campus Edition – Institution License

³ Formerly WebCT Campus Edition Focus License

The reviewers will need designer or course builder access to the archived course instance until at least July 31, 2008.

If student privacy is an issue, please contact us at ecp@blackboard.com to discuss possible alternatives.

In that courses are evaluated on multiple criteria, courses using Blackboard Course Cartridges, e-packs or other commercial content are eligible for review. Courses must be submitted by a faculty or staff member of the submitting institution rather than directly from a publisher.

Exemplary Course Program Winners

For courses rated as Exemplary, each team will have the choice of either receiving free airfare, hotel and BbWorld conference pass for a member of the winning team **or** receiving up to four free conference passes. For Best Practice winners (courses that did not receive an overall exemplary rating, but that demonstrate some best practice for teaching and learning), each team will receive one free BbWorld conference pass.

All submitters will receive detailed feedback on the design, interaction and collaboration, assessment, and learner support of their courses.

Submission Form Instructions

The Submission Form is an interactive document that encapsulates the Exemplary Course Rubric. This form allows you to evaluate your course using the Greenhouse Exemplary Course Program Criteria and to provide explanations in support of your selections. Each of the form fields is active; you may either type text, select an appropriate radio button, or choose a response from the drop down list. The reviewers will be filling out a similar form, using the evidence you provide as a guide.

The Submission Form consists of 6 sections:

- Section 1 – Information about You and Your Course
- Section 2 – Course Design
- Section 3 – Interaction and Collaboration
- Section 4 – Assessment
- Section 5 – Learner Support
- Section 6 – Course Access and Permission Information

For sections 2-6, criterion statements, a field for anecdotal supporting information, and an area for visual evidence are provided. For each **Criterion Statement**, select from the drop down list the choice that best describes how the statement does or does not apply to your course.

In the **Anecdotal Evidence** field, please provide a clear, succinct explanation of how you think your course meets the criteria in each section. Your explanations are very important to the course evaluators, as they will be visiting your course to examine the information you have provided.

You are required to submit up to five pieces of **Visual Evidence** in support of each of the five rubric categories (Course Design, Interaction and Collaboration, Assessment, and Learner Support) by pointing exactly to a page or element within the course. Include a statement outlining how each visual supports the category.

Submission Instructions

Please fill out the form completely. When you have completed the Submission Form, save it using the faculty member's last name followed by the short name of the course as the name of the file. (For example, Caines_Com2230.)

The completed form should be uploaded through the Greenhouse ECP website (www.blackboard.com/greenhouse) no later than **February 4, 2008**.

All supplementary materials should be converted to electronic form (e.g., PDF) and attached through the submission web page. We will not accept hard copies of supplementary material:

We will acknowledge your submission within three business days. If you have any questions about the submission process, please e-mail ECP@blackboard.com.

Blackboard Exemplary Course Program Submission Form

Deadline: February 4, 2008

Section 1: Information about You and Your Course

Submission Information	
Instructor Name	
Title/Rank	
Institution	
Department	
Email address	
Office telephone	
Name of person submitting this submission (if different from above)	
Were you encouraged to submit this course by a Blackboard/WebCT Institute representative? If "Yes," please provide the following information	----
Blackboard/WebCT Institute Name:	
Name of person who encouraged you to submit the course	

Course Information	
Course Title	
Course Number	
Language of Instruction	
Number of semester/quarter hour credits	
Blackboard Learning System License	<input type="checkbox"/> Blackboard LS Enterprise <input type="checkbox"/> Blackboard (WebCT) Vista <input type="checkbox"/> Blackboard (WebCT) CE Enterprise <input type="checkbox"/> Blackboard LS Basic <input type="checkbox"/> Blackboard (WebCT) CE Basic <input type="checkbox"/> I don't know what license we are using
The environment for this course can best be described as blended (a combination of face-to-face and online) or totally online (a fully online course with no face-to-face component)	<input type="checkbox"/> Blended <input type="checkbox"/> Totally online
If this is a blended course, please be specific about how often face-to-face sessions are scheduled (i.e., twice a week, once a month, three times per term).	Enter specifics here
Student Target level (check all that apply)	<input type="checkbox"/> K-12 Undergraduate: <input type="checkbox"/> 1st year <input type="checkbox"/> 2nd year <input type="checkbox"/> 3rd year <input type="checkbox"/> 4th year <input type="checkbox"/> Diploma/2 year Degree or Similar* <input type="checkbox"/> Certificate <input type="checkbox"/> Graduate level <input type="checkbox"/> Professional Development <input type="checkbox"/> Other <small>*e.g., Further Education, Vocational Technical Schools, or Community Colleges</small>
Number of terms this course has been offered in its present configuration	1
Number of students enrolled in the course	1

you are submitting for review.	
In order to acknowledge commercially produced content, please indicate where in the course this content may be found.	Locations where commercially produced content may be found
In order to acknowledge digital content, Course Cartridges, e-packs, or publisher-supported material, please provide the name of the publisher and the title of the Course Cartridge or e-pack.	Name of Course Cartridge, e-pack or publisher course
Was this course produced with the assistance of an instructional designer and/or development team?	----
The use of technology within an online environment should focus on enhancing and enabling student learning. A variety of tools can be used to achieve course objectives. Please select the tools used in the course (check all that apply).	<input type="checkbox"/> animations/simulations <input type="checkbox"/> audio <input type="checkbox"/> blogs <input type="checkbox"/> calendar <input type="checkbox"/> CD-ROM tool <input type="checkbox"/> Chat <input type="checkbox"/> discussions <input type="checkbox"/> Email <input type="checkbox"/> glossary <input type="checkbox"/> Gradebook <input type="checkbox"/> graphics/images <input type="checkbox"/> home pages <input type="checkbox"/> image database <input type="checkbox"/> My Progress <input type="checkbox"/> quiz tool <input type="checkbox"/> RSS feeds <input type="checkbox"/> search <input type="checkbox"/> self test <input type="checkbox"/> student presentations <input type="checkbox"/> survey <input type="checkbox"/> video <input type="checkbox"/> whiteboard <input type="checkbox"/> wikis <input type="checkbox"/> other tools

Section 2: Course Design

Rubric Descriptions: Please rate your course using the following scale:

Exemplary: a model of best practice as related to this criterion

Accomplished: excellent implementation; comparable to other examples

Promising: good implementation; however, somewhat lacking in depth or detail

Incomplete: partial implementation of this criterion; additional work needed; good start

Not evident: unable to locate examples specific to this criterion

Not appropriate: this criterion has little or no relevance for this course

Course Design addresses elements of instructional design in an online course. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, and instructional strategies. In a well designed course:

goals are clearly explained to students.	----
objectives reflect desired learning outcomes	----
objectives are written at the appropriate level	----
objectives/learning outcomes are clearly stated <input type="checkbox"/> as part of the syllabus. <input type="checkbox"/> as part of each learning module.	----
the use of third party tools is relevant to learning outcomes	----
content is presented in manageable segments.	----
content is easily navigated.	----
content is made available via a variety of appropriate mechanisms	----
<i>Please check all mechanisms that apply</i> <input type="checkbox"/> content modules. <input type="checkbox"/> folders/subfolders <input type="checkbox"/> single pages. <input type="checkbox"/> links to external sources. <input type="checkbox"/> print/hard copy documents. <input type="checkbox"/> RSS feeds. <input type="checkbox"/> other	
appropriate tools are used to enhance content	----
<i>Please check all tools that apply</i> <input type="checkbox"/> goals <input type="checkbox"/> discussion <input type="checkbox"/> glossary/dictionary <input type="checkbox"/> notes <input type="checkbox"/> chat <input type="checkbox"/> messaging <input type="checkbox"/> links <input type="checkbox"/> quiz <input type="checkbox"/> self test <input type="checkbox"/> audio <input type="checkbox"/> video <input type="checkbox"/> drop box <input type="checkbox"/> The Electric Blackboard® <input type="checkbox"/> other	
use of visual and auditory tools encourages student engagement.	----
accessibility issues are addressed. Provide at least three examples of how your course meets Web accessibility standards For Accessibility Standards information, cut and paste this link: http://library.blackboard.com/d/?2ec9ad55-8237-4694-9a9b-49eebec1bb5e Enter your explanation here.	----
supplementary resources are made available as part of the course content.	----
students are given an opportunity to provide feedback about this course.	----
students are provided opportunities for individualized/differentiated	----

instruction (groupings, adaptive/selective release, etc...)	
course design encourages critical reflection and analysis of content.	----

<p>If this is a blended learning environment, describe the purpose served by the online components of the course and how they relate to the other components of the course. The reviewers need to know how and why the online component is used. Why was an online component included for this course? What, exactly, are students expected to do in the online environment? Enter your explanation here.</p>	
---	--

Anecdotal Evidence - Please tell us how the instructional strategies employed in this course cause students to be engaged with course content (up to 300 words):

Visual Evidence - Please provide up to five visual evidence pieces that support effective course design by pointing to specific pages or activities within the course:

Up to five pages within the course which support effective course design:	
Location	How this page supports effective course design
Location #1	
Location #2	
Location #3	
Location #4	
Location #5	

Section 3: Interaction & Collaboration

Rubric Descriptions: Please rate your course using the following scale:

Exemplary: a model of best practice as related to this criterion

Accomplished: excellent implementation; comparable to other examples

Promising: good implementation; however, somewhat lacking in depth or detail

Incomplete: partial implementation of this criterion; additional work needed; good start

Not evident: unable to locate examples specific to this criterion

Not appropriate: this criterion has little or no relevance for this course

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment. In exemplary courses, learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration are exemplified through:

clearly stated expectations/protocols defining or explaining required levels of student participation.	----
internal communication tools are used by students and the instructor to elaborate on course content.	----
a deliberate attempt to create a learning community through	
the use of asynchronous tools such as discussions and email.	----
the use of real-time tools such as chat rooms, whiteboards, videoconferencing, etc.	----
frequent instances where the instructor takes an active role in moderating discussions, providing feedback, and participating in other interactive components.	----
opportunities for students to interact with the instructor to communicate about course content.	----
opportunities for students to interact with each other to communicate about course content.	----
the use of such strategies as group projects, teamwork, exchange of electronic documents or other collaborative activities.	----
Student-initiated interactions that are encouraged and facilitated	----
communication protocols	
provided to or collaboratively developed with students	----
that explain good or acceptable responses	----
that refer to or explain Netiquette expectations	----
clearly defined statements informing students what to expect in terms of instructor role and response time.	----

Please select the Communication/Collaboration tools used in the course.

- | | |
|--|---|
| <input type="checkbox"/> discussion board | <input type="checkbox"/> whiteboard |
| <input type="checkbox"/> chat rooms | <input type="checkbox"/> email |
| <input type="checkbox"/> student presentations | <input type="checkbox"/> student home pages |
| <input type="checkbox"/> blogs | <input type="checkbox"/> wikis |
| <input type="checkbox"/> other | |

If this is a blended learning environment, explain the nature and purpose of the collaborative tools used in the course. If students are expected to interact with each other or collaborate in groups, include examples of the assignments that cause them to do so. Also ensure that a sufficient number of discussion threads/postings are included with your nomination. You may compile (WCT) or collect (Bb) to download discussion threads and then edit the file to change student names. Provide examples or discussion protocols if they are used. If online interaction/collaboration is not an important element of this blended learning course, please indicate why and explain how it occurs face-to-face.

Enter your explanation here.

Anecdotal Evidence – Please tell us how the interaction strategies employed in this course enhance student learning (up to 300 words):

Visual Evidence - Please provide up to five visual evidence pieces that support effective interaction and collaboration design by pointing to specific pages or activities within the course:

Up to five pages within the course which support the effective interaction and collaboration design:	
Location	How this page supports effective interaction and collaboration design
Location #1	
Location #2	
Location #3	
Location #4	
Location #5	

Section 4: Assessment

Rubric Descriptions: Please rate your course using the following scale:

- Exemplary:** a model of best practice as related to this criterion
- Accomplished:** excellent implementation; comparable to other examples
- Promising:** good implementation; however, somewhat lacking in depth or detail
- Incomplete:** partial implementation of this criterion; additional work needed; good start
- Not evident:** unable to locate examples specific to this criterion
- Not appropriate:** this criterion has little or no relevance for this course

Assessment focuses on the evaluation of student work toward the achievement of learning outcomes. This section addresses the quality and type of student assessments within the course, placing particular emphasis on:

the alignment of assignments and other assessments with stated objectives/learning outcomes.	----
assignments that assess performance in authentic contexts	----
assignments that encourage students to employ critical thinking strategies.	----
clearly communicated assignments that include expectations and deliverables	----
<input type="checkbox"/> rubrics/performance criteria are made available to students.	
assignments that provide students with ample opportunities to practice and apply concepts and skills.	----
assignments and projects that require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources.	----
scaffolding activities that promote higher cognitive development.	----
clearly stating how the Web may be used in completing assignments.	----
<input type="checkbox"/> directing students to specific Web sites to use or avoid and/or providing hints for searching the Web.	
<input type="checkbox"/> evaluating and validating Web-based information in completing	

assignments.	
using assessment or other course information to monitor and respond to student progress	----
utilizing built-in quiz features where appropriate.	----
proctored examinations or other assessments.	----
providing students with ample opportunities for self-assessment.	----
the inclusion of constructive feedback on all assessments	
Please select the assessment strategies used in the course (check all that apply)	
<input type="checkbox"/> exams <input type="checkbox"/> papers <input type="checkbox"/> blogs <input type="checkbox"/> e-journals <input type="checkbox"/> portfolios <input type="checkbox"/> self-tests <input type="checkbox"/> teamwork <input type="checkbox"/> peer evaluation <input type="checkbox"/> concept maps <input type="checkbox"/> games <input type="checkbox"/> other	

<p>If this is a blended learning environment, provide an explanation of the assessment strategies employed for the course and the role that assessment plays in the design. Highlight ways you take advantage of the strengths of online assessment to complement other types of assessment used in the course.</p> <p>Enter your explanation here.</p>	
---	--

Anecdotal Evidence – Please tell us why the assessment strategies used in this course were selected and how they measure student attainment of learning objectives. Please tell us how your course meets these criteria (up to 300 words):

Visual Evidence - Please provide up to five visual evidence pieces that support effective assessment by pointing to specific pages or activities within the course:

Up to five pages within the course which support effective assessment:	
Location	How this page supports effective assessment
Location #1	
Location #2	
Location #3	
Location #4	
Location #5	

Section 5: Learner Support

Rubric Descriptions: Please rate your course using the following scale:

Exemplary: a model of best practice as related to this criterion

Accomplished: excellent implementation; comparable to other examples

Promising: good implementation; however, somewhat lacking in depth or detail

Incomplete: partial implementation of this criterion; additional work needed; good start

Not evident: unable to locate examples specific to this criterion

Not appropriate: this criterion has little or no relevance for this course

Learner Support is concerned with the resources made available to students as a part of an online course. Such resources may be accessible within or external to the course environment. Specifically, learner support provides that a variety of student services is made available, including, but not limited to:

links within the course to	
<input type="checkbox"/> tutorials covering such topics as the use of email, the Internet, html, browser settings, and other required applications such as <i>PowerPoint</i> .	----
<input type="checkbox"/> help desk personnel.	----
<input type="checkbox"/> online library resources and other content repositories	----
<input type="checkbox"/> tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools.	----
access to learner support materials, available from:	
<input type="checkbox"/> within the course site.	----
<input type="checkbox"/> links to an institutional portal.	----
<input type="checkbox"/> other	----
learner orientation that is provided	
<input type="checkbox"/> online.	----
<input type="checkbox"/> face-to-face	----
assignments/activities requiring the use of technology clearly explain how technology is to be used by students	----
appropriate instructor (and instructional support staff if applicable) contact information	----
student connectivity issues are considered	----
<input type="checkbox"/> content is available in a variety of formats (i.e., HTML, “.pdf,” “.doc” files).	
<input type="checkbox"/> media files are available in a variety of formats (i.e., video/audio transcripts are made available)	
<input type="checkbox"/> content/media are available on CD-ROM.	

If this is a blended learning environment, please explain how additional learner support information is provided to students (e.g., handouts, face-to-face tutorials, etc.) to help them succeed in the online components of the course.

Enter your explanation here.

Anecdotal Evidence - Please tell us how your course or your institution further support learners participating in online courses (up to 300 words):

Visual Evidence - Please provide up to five visual evidence pieces that support effective learner support by pointing to specific pages or activities within the course:

Up to five pages within the course which support effective learner support:	
Location	How this page supports effective learner support
Location #1	
Location #2	
Location #3	
Location #4	
Location #5	

Section 6: Course Access and Permission Information

Course Access

For courses in the Blackboard Learning System™ – Vista Enterprise License, Blackboard Learning System™ – CE Enterprise License, or Blackboard Learning System™ – CE Basic License:

The course to be reviewed must be an archived copy of a previously offered course. In order to provide access, please do the following:

1. Make a back up of the course prior to resetting the course.
2. Restore the course to another server or, if on the same server, under a different instance.
3. Create a new user with designer access on the server, and provide us with the associated User ID and password (ID and password are case sensitive) and URL for the system (below).
4. Add the new designer to the course.
5. **Note:** It is very important that the course(s) you are submitting has been added to the WebCT ID, thereby providing direct access through the MyWebCT page.

For courses in Blackboard Learning System™ – Enterprise License or Blackboard Learning System™ – Basic License:

1. Create a new user on the server.
2. Add the user to the course as a Course Builder.
3. Provide us with the Username and password for the new user and URL for the system (below).

For all courses:

1. If student privacy is an issue, feel free to contact us at ecp@blackboard.com to discuss possible alternatives.
2. The reviewers will require access for at least a six-month period following the submission of this form. The password below must be valid until at least July 31, 2008; we reserve the right to disqualify your course if your username and password are not valid until July 31, 2008.
3. Please add any specific instructions related to account access.

Designer/Course Builder Access:

URL:
Username:
Password:
special instructions:

If your course is selected, your course will be showcased within Blackboard.com and Blackboard Connections. Blackboard staff will work with you to address student privacy and intellectual property concerns.

File Saving Instructions

Save the Submission Form document using the following naming convention:

- Faculty member's last name
- Short name of the course and course number (Example: Caines_Com2230)

Upload the completed submission form at www.blackboard.com/greenhouse

Permissions

By submitting this course for consideration and providing access, you grant the right for the evaluators and members of the review team to enter your course for review purposes. Should your course be chosen as a Blackboard Exemplary Course, you also grant non-exclusive rights to the Program evaluators and Blackboard Inc. to use the materials submitted in professional and trade publications and conference presentations related to Blackboard's Greenhouse Exemplary Course Program. This includes permission to move the course to a Blackboard server and provide guest access to the course on Blackboard.com. The evaluators and Blackboard Inc agree to attribute the materials to their source (person or institution).

In honor of granting our collegial access to your course and in recognition of applicable copyright laws, the evaluators hereby attest that review access to the submitted course will be only for the purposes of this Program. Any files downloaded or printed will be used solely for review purposes and will not be further copied, distributed, or used in any course development without express written permission.

If you have any questions about the submission process, please email ECP@blackboard.com.

Thank you for participating in the Greenhouse Exemplary Course Program.

Permission to reprint this form is granted to educational institutions and academic researchers provided that the criteria are reprinted in their entirety and without modification. Non-academic use requires permission of the copyright holders.

©2007 Greenhouse Exemplary Course Directors
Blackboard™, Blackboard Academic Suite™, Blackboard Learning System™, Blackboard Learning System™- CE License and Blackboard Learning System™- Vista License are trademarks of Blackboard Inc.