

Exemplary Course Award – Sample Submission Form

Welcome to the 2014 Blackboard Exemplary Course Program (ECP). Please fill out this form in its entirety to submit your course for the Exemplary Course Program. You have the option to start your submission and return to it later by saving it as a draft. Your submission will not be complete until you submit your course. The deadline to submit your course for consideration is February 17, 2014. If you have any questions, please contact us at community@blackboard.com.

Before you begin, please read over how to prepare your course for submission at www.blackboard.com/ECP. You can also find a copy of the Exemplary Course Program rubric there.

Contact Information

The contact information provided should be for the individual who would like to be the point of contact.

Full Name * Barbara Smith

Job Title * Faculty Member

School/Institution * State University

E-mail Address * b.smith@stateuniveristy.edu

Daytime Telephone * (123)456-7890

Names of all who significantly contributed to the development of or instruction of this course. Include in this list, all those who should be recognized if this course is awarded an Exemplary Course Award.

Contributors (Include name, job title, email):

Martha Jones, Instructional Designer, m.jones@stateuniversity.edu; Bob Miller, Graphic Designer, b.miller@stateuniversity.edu

Course Information

Course Title: * Anatomical and Medical Terminology

Course Number: * IT 1234

Which LMS was used to deliver this course? * Blackboard Learn

What language is this course written in? * English

The environment for this course can best be described as: * Totally online (a fully online course with no face-to-face component)

Number of students who were enrolled in the course you are submitting for review * 38

Student Target Level * Higher Education

Number of times this course has been offered in its present configuration * 2

Do you use any of the following digital content resources in your Blackboard Learn course?

- X Pearson's My Lab / Mastering integration
- WileyPLUS integration
- X Cengage Learning integration

McGraw-Hill Connect integration
Macmillan integration
Taylor & Francis integration
Vital Source eTextbooks
Other Digital Content

Course Access

The course to be reviewed must be a copy of a previously offered course. For the purposes of the ECP review the submitted course should not be actively used for teaching. In addition, once you have applied, this copy of the course site should not be revised or modified. For these reasons you (or your system administrator) should create a copy of the course and a new user ID to allow the reviewers to access the course. Please contact your System Administrator for help creating a back-up of your course and providing access to it for the Exemplary Course Reviewers.

Please provide both INSTRUCTOR and STUDENT level access to the course.

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, 2014; we reserve the right to disqualify your course if your username and password are not valid until July 31, 2014.

URL: * <http://blackboard.com/stateuniveristy.edu>
Username: * guestreviewer
Password: * guestreviewer2014

If you have any content in your course that requires additional login credentials (e.g. McGraw-Hill integration), please provide the login credentials below so reviewers can access the materials you are referencing OR provide screenshots/screencast videos in the "For the Reviewer" folder in the course.

Publisher/Other Content Login Credentials:

Special Instructions: I have provided a screencast video in the "For the Reviewer" folder to showcase commercial content that I used in my course.

Self Evaluation: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, organization of content, and instructional strategies.

Goals and Objectives

- Goals and objectives are easily located within the course
- Goals and objectives are clearly written at the appropriate level and reflect desired outcomes
- Goals and objectives are written in measureable outcomes (students know what they are expected to be able to do)
- Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)

Rating: * 5 - Exemplary

Content Presentation

- Content is made available or "chunked" in manageable segments (i.e., presented in distinct learning units or modules)
- Navigation is intuitive
- Content flows in a logical progression
- Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources)
- Content is enhanced with visual and auditory elements; supplementary resources are made available and are well-integrated with other course materials (integrated publisher resources, e-textbooks, course manuals, etc.)

Rating: * 4- Accomplished

Learner Engagement

- It is clear how the instructional strategies will enable students to reach course goals and objectives
- Course design includes guidance for learners to work with content in meaningful ways
- Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models
- Individualized instruction, remedial activities, or resources for advanced learning activities, such as integrated publisher resources, are provided

Rating: * 6 – Exemplary

Technology Use

- Tools available within the LMS are used to facilitate learning by engaging students with course content
- LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)
- Technologies are used creatively in ways that transcend traditional, teacher-centered instruction
- A wide variety of delivery media are incorporated into the course
- An effort has been made to use low-cost or no-cost materials when available

Rating: * 5 – Exemplary

Applicant's narrative: How does the design of this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the course design components you feel are exemplary. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary course design. As needed please provide screenshots or other artifacts to illustrate exemplary course design which are not otherwise accessible by the reviewer. Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer".

If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the other learning activities in the course.

(insert here): *

One of the course competencies, or learning goals, of this course is, "spell and pronounce basic medical terms." This goal presented challenges for an asynchronous learning environment:

- 1) How were learners to hear pronunciations of words?
- 2) How could the instructor hear each learner pronounce words?
- 3) How would instructors provide learners with feedback about their pronunciations?

The solution to the first challenge was to adopt a text with a CD featuring an audio pronunciation glossary, with games and self-tests for practice.

The solution chosen for the second challenge was to set up a course voicemail box. Each week, each learner created a voicemail message, in which he or she pronounced a set of terms. The voicemail messages were saved as audio files and were forwarded to the instructor's email account.

To resolve the third challenge, the course instructor provided feedback in the form of an audio file. Thus, learners who required further assistance with pronunciation could receive individualized vocal instruction.

Learning Activities

Learning medical and anatomical terminology is similar to learning a foreign language; many practice activities are necessary for learners to become proficient. This course makes extensive use of the practice activities offered in the CD that accompanies the text. The CD also contains an audio glossary and a spelling bee for practicing the translation of a spoken word to a written word. The wide variety of activities offered keeps the learner engaged, accommodates individual learning styles, and provides context for learners who lack practical experience in specific areas of medical terminology.

Places within the course which support effective course design:

Syllabus – Grading Page: The syllabus includes specific guidance for learners on how their work will be graded. This information includes links to scoring guides, which provide the exact criteria on which activities within the course will be scored.

Learning Units – Course Outline: The outline for the course identifies titles and learning objectives that are covered in each of the course units. This provides a comprehensive view of what learners can expect to learn throughout the course.

All Units - Navigation & Manageability: The units are designed to be consistent in appearance and content. Each unit begins with an introduction, including a repetition of the unit's learning objectives from the course outline. The study activities for the unit follow the introduction and objectives. These required study activities provide reading and other resource materials that prepare the learner for the course discussions and assignments.

All Units – Online Quizzes: Each unit includes a timed online quiz. Learners are encouraged to take the quiz only when they feel they have mastered the content of the unit. Then, they are challenged to complete the quiz within the time allowed. Upon completion of the quiz, learners are provided with feedback, including what questions they may have answered incorrectly.

Home Page – Online Course Survey: The course includes an online survey that allows the learner to provide feedback on both the performance of the instructor and the content of the course. The results of these surveys are distributed to stakeholders at the end of the quarter. They are used to enhance or alter the course, as part of a continuous quality feedback loop.

Self Evaluation: Interaction & Collaboration

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. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

Please note: If there is no evidence of interaction, using such tools as discussion, chat, email, blogs, wikis, or podcasts, the course will not be considered for review, unless this is a blended course and evidence is provided that interactions occur in the face-to-face environment. To protect student information, you may copy several examples (at least six) of student interaction, hide student identity, and re-post in your course as a content folder with a heading "For the Reviewer."

Communication Strategies

- There are plenty opportunities for asynchronous (discussions, blogs, wikis, etc.) and synchronous (chat, videoconferencing, virtual classroom, etc.) interaction as appropriate
- Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives
- Synchronous communication activities benefit from real-time interactions and facilitate "rapid response" communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)

Rating: * 6- Exemplary

Development of a Learning Community

- Communication activities are designed to help build a sense of community among learners
- Student-to-student interactions are required as part of the course Students are encouraged to initiate communication with the instructor

- Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building

Rating: * 5 – Exemplary

Interaction Logistics

- Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided
- Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined
- A rubric or equivalent grading document is included to explain how participation will be evaluated
- The instructor actively participates in communication activities, including providing feedback to students
- The instructor uses communication tools to provide course updates, reminders, special announcements, etc.

Rating: * 4 – Accomplished

Applicant’s narrative: How does interaction and collaboration within this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the interaction and collaboration components you feel are exemplary. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary interaction and/or collaboration. Explain the nature and purpose of the communication tools used in the course, including evidence that the majority of the students were interacting in a meaningful way. 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 submission. You can provide evidence by either taking screenshots of the discussion threads or copying/pasting it into a word document. Please remember to blackout student names. Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer."

If this is a blended learning environment, describe why the online interaction and collaboration components of the course were chosen and how they relate to the offline components of the course. If this is a blended learning environment and online interaction/collaboration is not an important element of this blended learning course, please indicate why and explain how it occurs face-to-face.

(insert here): *

To engender learner-to-learner interaction, we provide weekly discussion topics that are designed to generate conversations between learners. In addition, we provide guidance for how learners are to respond to each other, and designate the number of responses required from each learner.

In the first unit’s discussion, learners introduce themselves to one another and to the instructor. They are asked to tell a bit about themselves and their objectives for the course. This gives the instructor an idea of each learner’s previous experience and initial skill level, related to course content.

The instructor has an array of tools available for communication. He or she is expected to engage with learners frequently through the assigned discussions, using the Socratic method to extend and enhance the conversation, when possible. Learners can ask questions of the instructor in an area separate from the weekly topic discussions. As noted above, the instructor can also provide feedback in the form of audio files sent via email. We have found this to be particularly helpful for learners who needed coaching with word pronunciation, an area that is critical to learners’ success in this course.

The learner-to-content interaction opportunities provided in this course are exceptional. As stated above, the course makes extensive use of the CD that accompanies the text. This CD features many different activities for practicing spelling, word recognition, and pronunciation. For example, learners can select specific words or terms from the audio glossary and generate a set of flash cards for extra practice on pronouncing them.

Course Locations:

Announcements: The course room contains an announcement feature that includes a pop-up window to alert learners as they log onto the course room.

Course Specific e-Mail: Each course room includes a private email setup that allows communication outside of the discussion environment. Through this course room email, the instructor can communicate with the learners as a group, or individually; and learners can communicate with one another.

Integration of this email feature within the course room itself enables learners to contain all of their course-related communications in one place. This enhances their ability to keep track of their course-related activities.

Discussion – Faculty Expectations: Learners are provided with a detailed set of faculty expectations to ensure that they understand what is required of them, throughout the course. Learners are asked to provide a response once they have read these expectations, as a means of documenting this interaction.

Self Evaluation: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course. Use the Blackboard Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Expectations:

- Assessments match the goals & objectives
- Learners are directed to the appropriate objective(s) for each assessment
- Rubrics or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)
- Instructions are written clearly and with sufficient detail to ensure understanding

Rating: * 6 - Exemplary

Assessment Design:

- Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary)
- Higher order thinking is required (e.g., analysis, problem-solving, etc.)
- Assessments are designed to mimic authentic environments to facilitate transfer
- Assessment activities occur frequently throughout the duration of the course
- Multiple types of assessments are used (research project, objective test, discussions, etc.)

Rating: * 6 - Exemplary

Self-assessment:

- Many opportunities for self-assessment are provided
- Self-assessments provide constructive, meaningful feedback

Rating: * 5 - Exemplary

Applicant's narrative: How do the assessments within this course meet the criteria stated above? Please provide a narrative of up to 500 words describing the assessment and assignment components you feel are exemplary and include examples to support your narrative. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary assessment and assignments.

Provide examples of student-teacher engagement in assessment and feedback from the instructor. These could be in the form of screen shots or other artifacts such as a sample assignment rubric, the completed assignment and instructor feedback. Please place all additional evidence such as screenshots in a folder in your course copy titled "For the Reviewer."

If this is a blended learning environment, describe why the online assessment components of the course were chosen and how they relate to the face-to-face components of the course.

(insert here): *

State University employs competency-based learning strategies. At State University, course competencies are the skill sets, or bundles of skills, that each learner must possess, in order to be able to demonstrate achievement of the program outcomes. Unit objectives are designed to deliver the specific skills, knowledge, and attitudes that comprise the course competencies. This methodology ensures that learners are assessed only on skills that directly align with the stated course competencies.

Learners in this course are assessed through a number of measures. As indicated earlier, they are evaluated on their ability to pronounce the terms and words each week, by recording their pronunciations in voicemail messages.

In addition, a weekly quiz assesses their mastery of the current unit's terms and concepts. Each quiz offers feedback to enhance learners' understanding of terms and concepts for which they provided incorrect answers.

Each week, learners complete and submit exercises in which they practice using the current unit's terms and concepts. Each exercise is assessed on the learner's demonstrated ability to use the terms in the proper context, and to identify prefix and suffix information. For relevant terms, learners are also expected to identify industry-accepted abbreviations.

Finally, learners are assessed on their engagement in critical thinking, through exercises and discussions. Learners complete exercises about using medical documents that are commonly found in the health care industry. The questions in the exercises are designed to require critical thinking. Learners post their answers for a specific exercise to a specific discussion topic. Learners next provide feedback to one another in the appropriate discussion topic on the conclusions they have drawn in their answers to the exercises. The instructor participates in these discussions and also uses them to evaluate each learner's practical application of the critical thinking concepts. Syllabus – Grading Page: The syllabus contains a grading page that specifies the activities that learners are required to complete. The grading page includes the point values that are associated with each activity.

Scoring Guides – Grading Page: The grading page includes links to scoring guides that specifically describe what learners are expected to accomplish in each activity, in order to successfully complete the course.

Each Unit – Quizzes: Online quizzes automatically score the answers provided by the learners. These scores are automatically populated in the grade book. The quiz tool also provides immediate feedback to the learner, regarding any incorrect answers.

Self Evaluation: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Use the Blackboard Exemplary Course Rubric for detailed criteria applicable to the rating choices for each area below.

Orientation to Course and LMS:

- Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included
- Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course
- Tutorial materials support multiple learning modalities: audio, visual, and text based

Rating: * 6 - Exemplary

Supportive Software (Plug-ins):

- Clear explanations of optional and/or required software including any additional costs are provided within the course
- Software required to use course materials is listed with links to where it can be captured and installed

- Links are located within the course where learners will use the software (i.e., near the materials requiring its use)

Rating: * 3 - Accomplished

Instructor Role and Information:

- Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)
- Expected response time for e-mail replies is included
- The instructor's role within the course is explained (for example, whether he/she will respond to "tech support" type questions)
- The instructor's methods of collecting and returning work are clearly explained

Rating: * 6 – Exemplary

Course/Institutional Policies and Support:

- Links to institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find
- Links allow easy navigation from the course to the information and back; course/institutional policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion
- Links to institutional services such as the library, writing center are clearly labeled and easy to find

Rating: * 6 - Exemplary

Technical Accessibility Issues:

- Course materials use standard formats to ensure accessibility
- If specific software is required to which some learners may not have access, alternative file types are provided
- Large files are identified to help learners consider download times
- Alternative (smaller) files are provided where appropriate
- Videos are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling

Rating: * 5 - Exemplary

Accommodations for Disabilities:

- Supportive mechanisms allow learners with disabilities to participate fully in the online community
- The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation
- Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find
- Design factors such as color, text size manipulations, audio and video controls, and alt text reflect universal accessibility considerations

Rating: * 5 – Exemplary

Feedback:

- Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion
- Feedback mechanisms allow students to participate anonymously in course evaluation

Rating: * 6 – Exemplary

Applicant's Narrative: How does the learner support provided to students meet the criteria stated above? Please provide narrative of up to 500 words describing the support components you feel are exemplary. You may also include, within your narrative, up to five (5) locations within your course that you consider evidence of exemplary support.

If this is a blended learning environment, describe why the online components of the course were chosen and how they relate to the face to face components of the course.

(insert here): *

Learner support is a broad and well-developed resource at State University. To start, links at the bottom of each page in the course room provide direct access to an array of resources:

1. The State University Library, which connects learners to extensive online resources, including journals and e-books.
2. The Academic Success Center, which features such resources as the Writing Support Center and the Career Center.
3. The Learner Handbook, which includes links to handbooks for each of State University's departments.
4. The Course Orientation, which includes tutorials on all aspects of the course room environment. The

Course Orientation includes a computer check-up, to help learners verify that their computers have everything they need to succeed in the course room.

There are a range of methods available to the learner seeking learning support. There is a link to the IT support staff on the home page of each course. Learners are provided with access to IT support via phone and email communication.

State University has also provided a significant number of tutorials through the i-Guide portal, to supplement the course room experience. In i-Guide, learners can access a broad range self-paced tutorials. I-Guide provides tutorials on developing personal communication skills; career development skills; and technical skills, including how to use commonly required software applications and technologies, such as the Microsoft Office applications and PDF files. The tutorials offered through i-Guide are available to all learners, at no additional cost.

Course Locations:

Home Page: This page contains links to the various components of the course and provides access to IT support. Each Page within the Course: Each page within the course features a footer providing access to resources including the i-Guide portal, the State University library, the Academic Success Center, the learner handbooks, and course room orientation resources.

Syllabus – Learner Expectations This page includes links to resources, including information on academic honesty and codes of conduct. In addition, this page provides access to a tool that analyzes the content of learners' work for authenticity of authorship. Learners can use this tool to evaluate their work prior to submission for a grade.

Self Evaluation: Identify Exemplary Practices

Describe what you think are three "stand-out practices" in your course. These are the top three items you wish to highlight for reviewers to consider as exemplary practices to share with the broader eLearning community.

Stand-out practice #1: * Research indicates students who report the highest levels of interaction with the teacher also reported the highest levels of perceived learning. To create rich opportunities for interaction, I use several communication strategies. I encourage students to reach out to me through email or call me on my cell phone to ensure they get a quick answer whenever they have a question or a concern. I check emails several times a day and respond immediately. I also send out frequent emails to check in with students. I have a Twitter feed on the content page of the course and use Twitter to send announcements and assignment due dates. In return, students can use Twitter as an accessible, quick conduit to me. I hold group and individual conferences in Adobe Connect and encourage students to use webcams to support the important visual aspects of an online conference. I provide feedback for all assignments. Feedback is vital to helping students maximize their learning, especially when accompanied by clearly specified criteria like the rubrics and instruction sheets that set forth descriptions of proficiency. Students are encouraged to revise their essays and resubmit for further grading consideration.

Stand-out practice #2: * This is a demanding course which requires about nine (9) hours of the student's time each week. The student is apprised of this time commitment at the beginning of the course and it given suggestions for organization and time management.

The course is designed in weekly learning modules, whereby each module builds upon the knowledge gained in the previous module. Learning outcomes are presented at the beginning of each module. Readings, tutorials, videos, and websites are then provided to the student which support the learning outcomes. To reinforce the module content, students engage in a group discussion relevant to the module topic, complete an individual assignment relevant to the topic, and complete a formative quiz about the presented material. The student is given two opportunities to take the quiz, with correct answers given to the student following the first attempt. The student receives the higher grade of the two attempts. This technique fosters learning.

Successful completion of each module is necessary for the student to move to the next module. Following completion of the assigned work, the student is given individual and group feedback. The four part evidence-based practice paper assignments are interwoven (in separate weeks) among the weekly modules.

Although the course is designed in weekly modules, the entire course is available to the student at the beginning of the semester, along with a list of assignment due dates provided in the "Start Here" module. This access empowers the student to better organize his/her time to meet both personal and academic responsibilities and obligations. It also empowers students to move forward at a pace faster than required, thus supporting the individual learning style of the advanced. Likewise, the student who needs more time to complete work is encouraged to meet with the professor, face-to-face, electronically, or through the telephone.

Stand-out practice #3: * As for student engagement in learning, I have embraced the belief set forth by research on effective online teaching which highlights the importance of student engagement. I aim to stimulate interest in the subject matter in various ways. First and foremost, I demonstrate my own passion for the subject matter and personalize whenever possible. Additionally, I create assignments that are tied directly to objectives and make this known to students because research indicates that when students view assignments as crucial to mastery of course objectives/knowledge, they are more invested in them (and thus, learn more from the process) as compared to assignments viewed as "busy work." I also utilize cutting-edge technology and applications that make learning interesting. In addition, I incorporate videos into many weeks to meet the needs of visual and auditory learners and require students to interactively discuss the video. Lastly, I believe that visibility increases student engagement. I start the semester off by sharing a video course introduction where I walk students through the course requirements, course components, learning management system, due dates, expectations for interaction with me, etc. We also post personal introductions on a discussion board to "get to know" each other to help foster a sense of learning community. Moreover, I post a weekly audio introduction/orientation to explain and sum up the objectives, content, and assignments for that week. I believe this personal touch enhances student engagement.

Permissions

Permissions: By submitting this course for consideration and providing access, you grant the right for the ECP Directors 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 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 ECP Directors 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 community@blackboard.com. Thank you for participating in the Blackboard Exemplary Course Program. BLACKBOARD INC.

(please select) * I understand the above statement