

Florida Memorial University

Distance Learning Course Development Handbook

Office of Institutional Effectiveness

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As Florida Memorial University begins the process of offering more distance education courses we will endeavor to comply with **SACS-COC** and **DETC Standards**, a degree-granting institution should have an **Online Course Development Manual**. The purpose of the manual is to provide structural and organizational parameters to which all courses material must adhere.

Mission: Florida Memorial University endeavors to instill in students the importance of becoming global citizens through life-long learning, leadership, character, and service which will enhance their lives and the lives of others.

Mission of Distance Education: The primary mission of the Distance Education is to maximize student access to courses through the use of web-based delivery systems and to provide accessible, effective learning opportunities for those students.

Goals and Objectives of Distance Learning:

Goal 1: Enhance the teaching and learning process through the use of educational technologies.

- **OUTCOMES**

- a) Provide appropriate technologies and facilities to meet the needs of instructional services.

Goal 2: Support and train faculty, staff, and students in the use of distance education technologies.

- **OUTCOMES**

- b) Provide opportunities for professional development.
- c) Provide appropriate technologies and facilities to meet the needs of instructional services.

Goal 3: Assist faculty in the development and delivery of courses at a distance

- **OUTCOMES**

- d) Ensure quality instruction in distance learning through effective course design and assessment.

Goal 4: Identify and provide access to courses and programs needed FMU students in the service area.

- **OUTCOMES**

- e) Maintain an academic course inventory delivered via distance learning that provides a solid foundation of student learning and education.
- f) Survey the trends in distance education on a regular basis.

Purpose: In order to fulfill its mission to serve a culturally diverse student population and to prepare students to function in a highly competitive, technological, and global society, Florida Memorial University seeks to offer challenging educational opportunities in a variety of formats, including distance education.

Audience: Distance learning courses intended audience are the FMU Students. Distance learning incorporates technology in the delivery of educational services, hence, aiding the student to become more technologically adept; lower the rate of student absenteeism; are a greener approach to

conserving resources, i.e., paper, physical classroom usage, utilities, etc.; gives flexibility to students' schedules; provide FMU with an educational competitive edge.

POLICY:

Florida Memorial University

1. The following definitions will apply to all courses taught at or by Florida Memorial University:

Face-to-Face	Course meets face-to-face for all of the course contact hours prescribed by the course type and credit hours. Syllabus/grades may be posted on-line.
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Flipped	Flip teaching (or flipped classroom) is a form of blended learning in which students learn new content on-line by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teacher offering more personalized guidance and interaction with students, instead of lecturing. [Wikipedia] This type of course does not require special approval, but must be noted on the schedule.
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Web-Enhanced	Course meets face-to-face for all of the course contact hours prescribed for the course type and credit hours. Syllabus/grades may be posted online. Some course materials/activities are on-line and require active student access. Usage of internet technology is not used to supplant any classroom activity or time spent in the classroom. This type of course does not require special approval, but must be noted on the schedule.
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Hybrid With Asynchronous Component	Course uses both classroom and on-line instructional modes and meets face-to-face for a majority (>50%) of the course credit and contact hours. This type of course requires approval from the Academic Council and must be noted on the schedule.
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Hybrid with Synchronous Component	Course uses both face-to-face and synchronous instructional modes and meets face-to-face for a majority (>50%) of the course credit and contact hours. This type of course requires approval from the Academic Council and must be noted on the schedule.
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On-line, Asynchronous Local	100% of the course instruction is delivered in an asynchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation. This type of course requires
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approval from the Academic Council and must be noted on the schedule.

On-line, Synchronous Local 100% of the course instruction is delivered in a synchronous instruction mode. Scheduled face-to-face meetings may be required for orientation and student evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.

Fully On-line, Asynchronous 100% of the course instruction is delivered in an asynchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.

Fully On-line, Synchronous 100% of the course instruction is delivered in a synchronous instruction mode. Students do not need to be on campus for any portion of course work or evaluation. This type of course requires approval from the Academic Council and must be noted on the schedule.

Distance Learning Course As defined above, distance learning courses are those which are hybrid or on-line.

2. Responsibility for development and oversight of all distance learning programs and courses resides with the Director of Distance Learning (FMU) Virtual University and faculty in the discipline. The academic unit (department or school) providing the distance learning course or program is responsible for ensuring that the same standards are maintained for all courses, regardless of the delivery method, and that the quality of instruction in distance learning courses is comparable in quality and content to the corresponding traditional instruction. Distance learning courses will be regularly assessed relative both to content (*i.e.*, the meeting of the Student Learning Outcomes) and to the method of instructional delivery.
3. Faculty are responsible for informing students enrolled in distance learning courses regarding the expected minimum level of technology, technical skills, and any supplemental materials required in the course in the catalogue description or the course syllabus. These requirements will be appropriate to the nature and objectives of the course and will be approved by the Academic Council.
4. As stated in the University's policy on Intellectual Property Rights, the creator(s) of distance educational materials will generally own the copyright to those materials and retain right of use. However, the creator(s) and the University may enter into written agreements at the time of creation to protect the interests of all parties involved.
5. Student services, academic support services, and instructional materials appropriate to and specifically related to distance learning courses and programs will be made available and accessible to all students in distance learning courses.

6. Credit hours assigned to courses offered through distance education will be equal to those for the same courses delivered traditionally and will be reviewed by the Academic Council.
7. The University will ensure that faculty, staff, and students engaged in distance education are properly trained in the use of information technology and the distance delivery media.
8. The evaluation of faculty who teach distance learning courses will include appropriate recognition of teaching, research, and service related to distance educational activities. All qualified faculty may teach distance learning courses as part of their regular teaching assignment.
9. Faculty who teach distance learning courses must be available to interact individually with their students in person, or by e-mail, telephone, or in the learning management system by message boards or chat.
10. Distance learning courses will be delivered only by the faculty member who is responsible for instruction, assigning and evaluating student work.
11. Students enrolled in distance learning courses may be required to be recorded or to post material on-line. Students will be informed in the course syllabus if their participation will be recorded and if and how others may have access to that material. Any recorded materials must be destroyed when no longer needed to assign or support a grade in the course.
12. All policies that apply to traditional instruction will also apply to distance learning courses, including the Academic Honor Code.
13. The University will establish a central contact for all distance learning activities, courses, and programs, and will develop and maintain a distance learning handbook for students and faculty.

PROCEDURE:

Courses and programs that will be offered through distance learning must be approved in advance by the Curriculum and Instruction Committee and the Academic Council. The Committee will be responsible for approving forms for applicants to use that capture all information required in the policies above.

PERSONNEL RESPONSIBLE FOR IMPLEMENTATION:

The person designated by the University under section 13 above will be responsible for coordinating all distance learning activity. The Registrar will be responsible for establishing and publishing codes in the schedule of courses that reflect the various types of distance learning courses. As noted above, the faculty will be responsible for the development or implementation, oversight, and the quality of their respective courses.

PUBLICATION LOCATION:

These policies shall be published in the Academic Affairs Handbook, the Registrar's Manual, the Distance Learning Handbook, and on the University web page.

TIMELINE FOR COMPLETION:

Courses approved by the Academic Council for distance learning will be eligible for inclusion in the schedule of classes during the next regular or summer session.

REQUIRED REPORTING AND REVIEW:

The person designated under section 13 above shall report on compliance with this policy as part of the annual assessment report, and also provide recommendations for continuation or changes to the policies and procedures to the Academic Council at the end of every academic year

FMU Policy on Credit Hours and Course Parameters:

Credit Hour Defined

In order to fulfill its mission to prepare students to function in a highly competitive, technological, and global society, **Florida Memorial University defines one credit hour to be 700 minutes of instruction per term, including final examinations.**

Student work includes direct or indirect faculty instruction. *Academic engagement* may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, and completing an externship or internship.

All student work must be documented in the curriculum materials and/or syllabi, including a reasonable approximation of time required for the student to complete the assignments. Evaluation of a student's work must be identified as a grading criterion and weighted appropriately in the determination of a final grade for a course.

Policy on Student Attendance: Students must sign in to the LMS (Learning Management System) within the first week of class and complete the "Start Here" Content Folder or they will be reported as "Never Attended" for that class; after the first week of class the students must log into the LMS at least once a week or the student may receive an "FN" for non-attendance of the class.

Faculty Training:

Before faculty at Florida Memorial University can teach an online course, they must be certified in online course instruction. This can be accomplished via several means including, but not limited to:

- Completions of the Canvas Online Course *Teaching Online: Reflections on Practice* found at www.canvas.net
- Evidence of certification in online teaching and training from another accredited university.
- Participation in at least one faculty development workshop on online teaching or Learning Management System (LMS) offered at Florida Memorial University by the Director of Distance Learning, IT Department, and the Office of Institutional Effectiveness.

Technical Proficiency

As an online instructor it is required that you become familiar with the tools present in Florida Memorial University's LMS (Learning Management System). By the time you begin instruction, you should be able to build a course up from a template, by adding static and dynamic content. Templates are typically arranged in a linear or non-linear format, so you should understand how to group content conceptually in the template of your choice. You should also be able to leave

feedback for and grade assignments, and set them up so that your students can view their grades throughout the semester. During the course development process you should work with the distance learning coordinator or someone from Institutional Effectiveness. Development workshops will be offered for faculty to become proficient on the LMS.

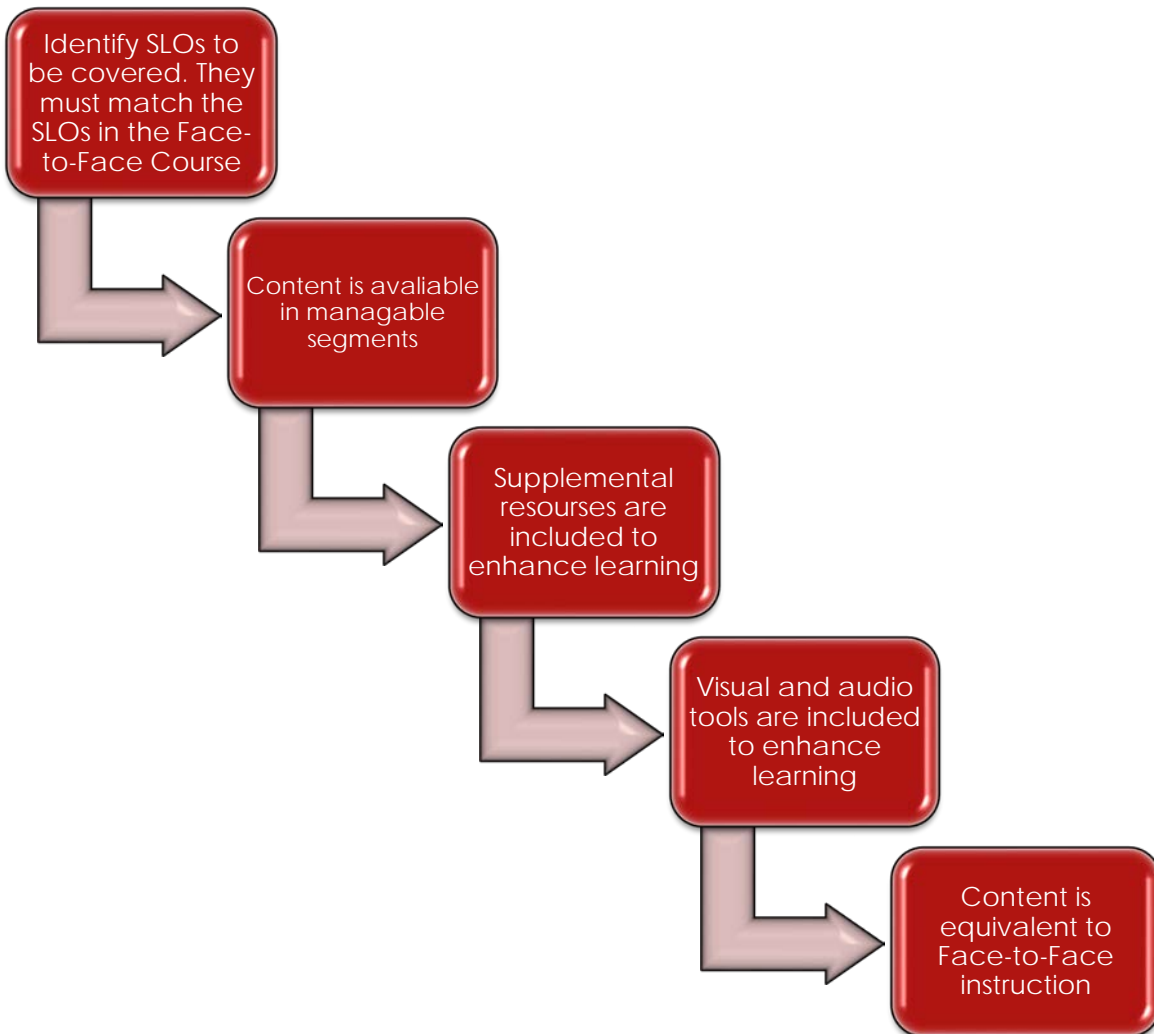
Developing the Course:

Online course development can be considered as a five-part process – Design of Instruction; Course Structure and Organization; Learner Interaction and Collaboration; Effective Use of Technology; and Assessment and Evaluation. Each part consists of several developmental steps. The following is a description of the stages and steps for online course development.

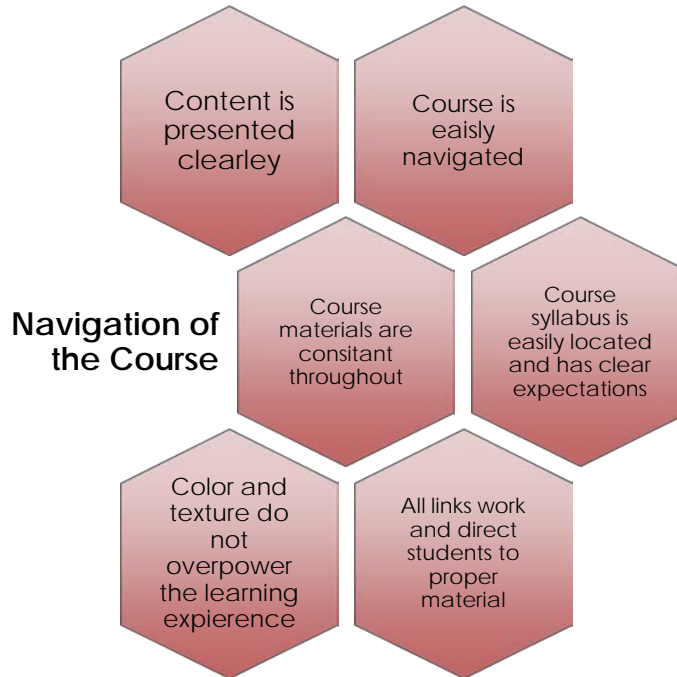
All courses **Should be Open Course Design whenever possible**

- Each course must have a \$0 cost for all required content and texts.

PART ONE – Design of Instruction



PART TWO - Course Structure and Organization



All Courses MUST have the Following Content Folders in Black board:

1. Start Here Folder which has:
 - a) Online Student Contract
 - b) Syllabus
 - c) How to Get Started and Self-Check Quiz
 - d) Learning Online and Self-Check Quiz
 - e) Plagiarism and Self-Check Quiz
 - f) Netiquette and Self Check Quiz
 - g) Engaging in Discussion and Introduction

And

2. The End Here Folder – which contains an end-of-course student survey. These folders will be loaded on the LMS system by the IT Department.

PART THREE - Learner Interaction and Collaboration

Communication within the course



Instructors **MUST**

- Answer all student emails within 24 hours
- Hold Virtual Office Hours
- Provide Discussion Boards and/or Journals
- Include Video Lectures, Skype or Go-To Meetings
- Administer University Course Surveys

PART FOUR - Effective Use of Technology



Email, discussions, journals, survey, self-tests ...

Effective Use of Course Technology refers to the successful integration of technology into the online course that help students to achieve course goals and objectives

PART FIVE– Assessment

Assessment and Evaluation refers to assignments, quizzes, surveys, and other assessment strategies that the instructor might use to assess students, for student self-assessment, or for peer feedback. Assessment is, without question, the most important part of your course development. An Outcomes Assessment Plan must be in place for the course. All courses must have a direct and indirect measure of assessment.

“Assessment” is an ongoing process aimed at understanding and improving student learning. When developing an outcomes assessment plan, one should consider: 1) what it wants students to be able to do or know, 2) how it knows they can do it or know it, and 3) how it will use the information received to improve teaching and learning. The plan should begin with a solid set of SLOs that are quantifiable, realistic, and measurable and align with the face-to-face class SLOs already in place. The outcomes assessment plan should describe the different areas assessed, the methods of assessment and when they are used, and how it interprets and uses the results. Both direct and indirect measures of outcome learning assessments to show achievement of course outcomes should be used. The following is a listing of currently accepted direct and indirect measures learning outcomes assessment that may be used to satisfy the outcomes requirement:

Direct measures require students to demonstrate knowledge and skills and provide data that directly measure achievement of expected outcomes. Examples may include but are not limited to:

1. Published Tests
2. Locally-Developed Tests
3. Embedded Assignments and Course Activities
4. Portfolios
5. Collective Portfolios
6. Pre/Post Testing
7. Proctored Testing

Indirect Measures are an indirect assessment of student learning since they measure student satisfaction and impressions of educational experiences, rather than knowledge and skills acquired. However, when combined with direct measures of learning, indirect assessments can provide a comprehensive pathway to enhance student academic achievement. Evidence should be available to demonstrate that it actively seeks student feedback on its courses.

Student Learning Assessments: End-of-course student surveys are an example of the indirect measures that can be used to show that learning outcomes are being achieved.

Assessment Plan

All courses must have an assessment plan in place before the course is offered.

Sample Course Assessment Plan Template

Course:

School/Department:

Instructor:

Program Goals	Course Goals	Program Student Learning Outcomes	Course Student Learning Outcomes	Direct Method of Assessment and Criteria for Success	Indirect Method of Assessment and Criteria for Success

Results	Use of Results	Action Plan

Narrative Assessment

Course Approval:

All courses **MUST** be approved by Curriculum and Instruction Committee and Academic Council before it can be offered online.

Below is an Online Course Development Rubric the faculty members and department(s) should use as a guide while designing your online course(s).

Florida Memorial University

Online Course Development Guide and Rubric

Use this rubric and self-assessment tool provides a means for faculty and administrators to evaluate the development process of online course design and delivery. Much of this rubric is based on best practices set forth by FMU and DETC

Syllabus Recommendations		
Instructor	Office Hours: Specify when you will be available online to conduct your office hours. This can involve using email, chat rooms, Skype, phone, go-to-meeting, etc.	Drop Date: Provide the drop/add date as outlined in the FMU Academic Calendar.
Prerequisites: List any prerequisites that students should have taken prior to enrolling in your class. If there are no prerequisites, state that	Credit Hours	Course Description: Use the approved catalog description.
Course Overview	Learning Outcome(s): Provide a statement about the general goal of your course.	Course Objectives: The objectives support the learning outcome. They are the small steps that the students will take to arrive at the learning outcome. This section lists the specific things that the students will be able to do at the completion of the class.
Course Communication: The main purpose of this section is to provide information about how you will be communicating with the student, how the student will communicate with you, and how the student will communicate with other class members	Required Text(s) and Readings or Open Source Material: This section lists the required text (s) and/or supplemental readings for the class.	Technology Requirements: List any technology requirements that students will need to complete the course. Will they need any special software (ex: Microsoft Word, Power Point, etc.)? Will they need other hardware besides the computer (ex: digital camera, camcorder, etc.); What type of operation system?
Class Procedures and Requirements: This section summarizes how your class will proceed. In this section, you should indicate the kinds of activities that are required in your class. Essentially, you are listing the types of assessments that you will use in your class. Each assessment item that you require should match one or more of your course objectives. You should specify the starting day, ending day, and time of each unit. Make sure to specify how assignments should be submitted.	Evaluation Criteria: In this section, be specific about your grading policy. This includes a percentage breakdown of the required assessments of the	Grading Scale: Provide information on your grading scale.
Late Assignments or Projects: State your policy for late work. Will you accept it? What is the penalty if work is submitted late?	Methods of Evaluation: Description of how the instructor will evaluate student work in the course (exams & grading policy): Describe the exams and assignments that will be required. Describe how these will be evaluated and weighted to compute a final grade in the course. Statement about proctored exams (required for courses with online exams)	Notification of use of the University's LMS (Learning Management System, <i>i.e.</i> Blackboard)

The following rubric will be used in determining if a course should be approved for delivery. The course must score a minimum of 80% Exemplary or Sufficient to be recommended for approval. "Needs revision" sections should be addressed before the course is offered.

Design of Instruction			Assessment
Design of Instruction refers to the fundamentals of instructional design. For the purpose of these guidelines and rubric, design of instruction refers to the presence and quality of learning outcomes, availability and presentation of content, additional student learning resources, and various viewing formats that target the diverse learning styles of students.			
3	2	1	Descriptive and/or Visual Evidence
Exemplary	Sufficient	Needs revision	
Learning outcomes are clearly defined to students.	Learning outcomes are stated but not clearly defined.	Learning outcomes not stated.	
Content is made available to students in manageable segments or "chunks".	Content is available to students but not "chunked" in manageable segments.	Content is not available to students.	
Appropriate supplemental resources are available for students that support learning outcomes.	Resources are available for students but may not necessarily support learning outcomes.	Supplemental resources not available.	
Appropriate visual and auditory tools are integrated within course to achieve learning objectives.	Visual and auditory tools are provided.	No visual or auditory tools provided.	
Content and requirements are equivalent to or surpass a face-to-face course.	Content and requirements are somewhat equivalent to a face-to-face course.	Content and requirements are not equivalent to a face-to-face course.	
Course Structure and Organization			Assessment
Course Structure and Organization refers to the overall appearance and navigation of the course. For the purpose of these guidelines and rubric, course structure and organization refers to the appearance and navigation of the course materials and necessary course information for students.			
3	2	1	Descriptive and/or Visual Evidence
Exemplary	Sufficient	Needs revision	
Content is presented in a logical progression.	Content is available but does not follow a logical progression.	Content is not available to students.	
Course is clearly organized and easily navigated.	Course is organized and navigable.	Content navigation is hard to follow.	
Course materials are visually consistent throughout course.	Most course materials are visually consistent throughout course.	Course materials are inconsistent in a visual aspect.	
Course materials are functionally consistent throughout the course.	Most course materials are functionally consistent throughout course.	Course materials are inconsistent in a functional aspect.	
Course syllabus is easily located and provides clear expectations for the online course.	Course syllabus is available and provides some student expectations.	Course syllabus is hard to locate and is unclear about student expectations.	
Color and texture are used consistently to enhance content and do not overpower the course information.	Color and texture are used appropriately throughout the course and do not interfere with information.	Loud colors/textures/and unnecessary use of graphics or animations overpower Presentation of content.	
All links work and direct students to proper material.	Most links work and direct students to proper material.	Links do not work.	

Documentation of Course credit hours (rubric) included with the course proposal. Credit hours are clearly defined and stated. (See Appendix)	Documentation of Course credit hours (rubric) included with the course proposal. Credit hours are somewhat defined and stated.	Documentation of Course credit hours (rubric) not included with the course proposal. Credit hours are not defined and stated.	
Learner Interaction and Collaboration			Assessment
Learner Interaction and Collaboration refers to the degree and scope in which the instructor and students communicate in the online environment. Effective uses of interaction and collaboration tools in the online course build successful learning communities. For the purpose and guidelines of this rubric, learner interaction and collaboration refers to the quality and quantity of asynchronous and synchronous modes of communication between the student and instructor and between peer groups.			
3	2	1	Descriptive and/or Visual Evidence
Exemplary	Sufficient	Needs revision	
Expectations of minimal student participation clearly defined.	Expectations of student participation stated but not clearly defined.	Expectations of student participation not stated.	
Instructor response time clearly	Instructor response time stated.	Instructor response time not stated.	
The degree to which students interact with each other and the instructor about course content clearly defined	Student interaction somewhat defined	Student interaction not defined	
Asynchronous (discussion/email)			
Synchronous (chat/whiteboard)			
Instructor feedback strategy clearly addressed.	Instructor feedback identified.	No instructor feedback strategy addressed.	
Communication/collaboration tools used in the course. (use the checklist to select all that apply)			(Check those included) Discussion board Whiteboard Email Student home pages Student presentations Chat room Other

Effective Use of Course Technology			Assessment
Effective Use of Course Technology refers to the successful integration of technology into the online course. For the purpose and guidelines of this rubric, effective use of course technology refers to using technology in a variety of formats that help students to achieve course goals and objectives			
3	2	1	Descriptive and/or Visual Evidence
Exemplary	Sufficient	Needs revision	
Course makes appropriate use of online instructional tools to encourage critical reflection and analysis of content	Course makes use of some online instructional tools to encourage critical reflection and analysis of content.	Course used limited or no online instructional tools to encourage critical reflection and analysis of content.	
Activities/assignments that require the use of technology clearly state how the student is to use technology to complete assignments and activities.	Activities/assignments use technology but may not necessarily be the most appropriate technology to support those activities.	Activities/assignments do not require the use of technology.	
Course uses appropriate variety of formats for course materials throughout course. (PDF, PPT)	Course uses a variety of formats for course materials.	Course uses limited formats for course materials.	

(If Applicable) Internet effectively used as an educational tool and resource throughout the course	Limited use of internet is used as an educational tool.	Internet is not used in the course or is used and does not support critical components of the course.	
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Assessment and Evaluation			Self-Assessment
Assessment and Evaluation refers to assignments, quizzes, surveys, and other assessment strategies that the instructor might use to assess students, for student self-assessment, or for peer feedback			
3	2	1	Descriptive and/or Visual Evidence
Exemplary	Sufficient	Needs revision	
Assignments encourage student to use critical thinking strategies.	Course uses basic assignment/assessment activities.	Course has limited assignment/assessment activities.	
Assignments and learning outcomes closely aligned and available to student, and match department SLOs.	Learning outcomes are identified and assignments are available but not closely aligned to learning outcomes.	Assignments and learning outcomes not closely aligned or not available.	
Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways that enforce learning outcomes.	Assignments provide students with opportunities to practice and apply concepts and skills but may not be aligned with learning outcomes.	Limited opportunities to practice and apply concepts and skills to realistic and relevant ways.	
Assignment expectations are explicitly communicated, including deliverables, guidelines, and submission dates.	Assignment expectations are communicated.	Assignment expectations not clearly defined.	
(If Applicable) Clearly state how the Web may be used in completing assignments and provide links to those web resources.	State that the Web may be used in assignments.	Web not used in assignments.	
Ample opportunities for self-assessment and/or peer feedback throughout course are provided along with explanation as to importance of self-assessment and peer feedback.	Self-assessment and/or peer feedback is provided but not explained.	Self-assessment or peer feedback opportunities not provided	
Quizzes are clearly tied to course and department SLOs	Quizzes are somewhat tied to course and department SLOs	Quizzes not tied to course and department SLOs	
Multiple and diverse assessment strategies to measure knowledge and skills and attitude utilized	Assessment strategies to measure knowledge and skills and attitude utilized	Limited assessment strategies utilized.	

Appendix

Sample Syllabus

FLORIDA MEMORIAL UNIVERSITY
MIAMI, FLORIDA

COURSE SYLLABUS

Course Number: MUS 200

Course Title: Music Appreciation

Meeting Time: On-line

Room: On-line

Course Instructor: Dr. Richard Yaklich

Office: FMU Main Campus (LEH318)

E-mail address: ryaklich@fmuniv.edu

(All emails will be answered within 24 hours unless it is on the weekend, in that case I will answer emails on Monday)

Telephone: 305-430-1167

Semester: Fall A 2014 August 25-October 10, 2014

Office Hours: If you need to speak to me in person, send me an email and we will arrange a time to speak by phone or via Skype.

Course Description: This course is an exposition of the philosophy, principals, and materials of music from the Baroque Period to contemporary period with illustrative examples from the Baroque Period, Classical Period, Romantic Period, and Contemporary Classical Music. The course is designed to give the student an appreciation of music by exposing them to many musical styles, composers, historical trends, as well as increasing their aural, verbal and writing skills in describing music.

Required Textbook: This course is composed of a range of different free, online materials that are provided in the course material.

Bibliography: Additional free, on-line materials are provided within the course.

Goal: The goal of this course is to provide students with a greater knowledge and appreciation of the history, aesthetics, techniques, forms, and genres of Western classical music.

Expected Learning Outcomes:

Upon successful completion of this course, you will be able to:

- List and define the basic components (elements) of music.
- Identify, list and describe composers and their musical contributions.
- Listen to and identify music according to an historical time period.
- Listen to, evaluate and critique musical performances using appropriate terminology.

- Identify the musical characteristics represented by those terms in a piece of music.

COURSE MATERIALS:

This course will make use of open educational resources (OER) in place of published course materials. For reading assignments you will be provided with downloadable documents or links to websites.

Primary Resources: This course makes use of a variety of free, online musical materials, learning tools, and videos.

It is suggested that students bookmark this site, an online reference work containing all the musical terminology used in this course:

- Virginia Tech Multimedia Music Dictionary
<http://www.music.vt.edu/MUSICDICTIONARY/>

Course Requirements: In order to take this course, students must:

- have access to a computer;
- have a FMU University Blackboard Account;
- have continuous broadband Internet access;
- have the ability/permission to install plug-ins or software (e.g., Adobe Reader or Flash);
- have the ability to download and save files and documents to a computer;
- have the ability to open Microsoft files and documents (.doc, .ppt, .xls, etc.);
- have competency in the English language; and
- have read the Distance Learning Student Handbook.

Method of Instruction: This course will be conducted completely on-line.

University Attendance policy: This does not apply to on-line courses. However, students must begin work within the first week of class to demonstrate compliance with the attendance policy. You must log in to the Blackboard System at least once a week

University Academic Honor Code: Florida Memorial University recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The University, therefore, expects a high standard of individual honor in all academic endeavors from each student.

Academic dishonesty includes cheating, plagiarism, and forgery, collusion, and credential misrepresentation. Students found guilty of academic dishonesty are subject to disciplinary action, including loss of credit, suspension, or immediate dismissal from the University.

Cheating - The use or attempt to use unauthorized materials, information, study aids, or computer-related information. This includes giving or receiving, offering or soliciting

information on tests or written assignments, and/or using notes or books other than those explicitly permitted by the instructor during an examination.

Plagiarism - Representation of words, data, works, ideas, computer programs, or anything not generated in an authorized fashion properly cited as one's own.

Forgery - Willful misrepresentation or altering of documents with intent to defraud. It is a crime punishable by law. Its most common occurrence among students includes, but is not limited to, the misrepresentation of signatures (especially that of an academic advisor) on official documents of the University or the attempt to cash checks that are not lawfully their own.

Collusion - Cooperation of student(s) with staff personnel in securing confidential information/material (tests, examinations, etc.); bribery by student(s) or staff personnel to change examination grades and or grade point average(s); cooperative efforts by students and student assistant(s) in gaining access to examinations or answers to examinations for distribution; and resubmission of term papers and/or reports that have been submitted previously and graded, but have been secured and re-circulated among students.

Credential Misrepresentation - Use of untrue written statements regarding matters of fact in order to gain admission to or employment at Florida Memorial University. This also includes misstatements of fact, distribution of false printed material, and conduct manifestly intended to deceive or mislead.

Evaluation: In order to complete this course, you will need to work through each unit and all of its assigned materials. You must complete all units to pass this course. Please give focused attention to each Unit. You will also be expected to complete all quizzes, tests, assignments, and listening exercises. Taken together, these assignments will become a unique record of your thinking and learning about music in this course.

Topical Outline:

Week 1: In the **Content Section** of **Blackboard** – read the material in the “**Start Here**” **Folder** – make sure you complete the short quizzes and survey in this section (*there are points for each one of these very easy quizzes*) – you should do this your first Week! Also go to the **Discussion Board** and Introduce yourself to the class, who are you, what kind of music you like, what is your major ... (2 points)

Week 2: Baroque Music

- Read the articles on Baroque Music in the **Online Text Book**. Take the quiz on the readings (20 points)
- **Listening:** Listen (watch) the examples of Baroque Music – be able to recognize elements of the style and discuss them
- **Discussion Board** – After Listening to the examples and reading the material – go to the discussion board for week one and enter the discussion: (4 points)
 1. You must post to this form and reply to at least 2-3 students.
 2. Guidelines for Postings
 3. Your first post should be 3-5 sentences long and be based on the material you saw in the video as well as additional reading assigned. This should be your

supported opinion on the topic. You will receive 2 points for a post and one point for a reply. You will be graded on your supported opinion of the topic question. You can make assumptions, but SUPPORT them.

4. Replies:
 5. Reply to 2-3 students and your replies should be well thought out and in 3-5 complete sentences. Do not post replies such as "I disagree/I agree..." You will not receive credit for such a reply.
- **Journals** – After Completing the Listening for the week go to the **Journal Section** of the Content Page and do a Journal entry for the week – this will make up part of your final grade (50 points total/10 points each Journal)

Week 3: Music of the Classical Period:

- Read the articles in the **Content Section** of **Blackboard** in **On Line Text Book**
- **Listening:** Listen (watch) the given musical examples
- **Week Three Quiz:** Take Week two quiz (18 points)
- **Discussion Board:** Participate in the Discussion Board for Week Two (4 points)
- **Journal:** Complete your Journal for Week Two (10 points)

Week 4: Music of the Romantic Period (Part I):

- Read the articles in the **Content Section** of **Blackboard** in **On Line Text Book**
- **Listening:** Listen (watch) the given musical examples
- **Week Four Quiz:** Take Week two quiz (20 points)
- **Discussion Board:** Participate in the Discussion Board for Week Three (4 points)
- **Journal:** Complete your Journal for Week Three (10 points)

Week 5: Music of the Romantic Period (Part II):

- Read the articles in the **Content Section** of **Blackboard** in **On Line Text Book**
- **Listening:** Listen (watch) the given musical examples
- **Week Five Quiz:** Take Week two quiz (19 points)
- **Discussion Board:** Participate in the Discussion Board for Week Four (4 points)
- **Journal:** Complete your Journal for Week Four (10 points)

Week 6: Classical Music of the 20th and 21st Century:

- Read the articles in the **Content Section** of **Blackboard** in **On Line Text Book**
- **Listening:** Listen (watch) the given musical examples
- **Week Six Quiz:** Take Week two quiz (20 points)
- **Discussion Board:** Participate in the Discussion Board for Five Two
- **Journal:** Complete your Journal for Week Five

END HERE:

- **Final Exam:** take the Final Exam (90 points)
- **Complete the End Here Survey**

QUIZZES: There are five numbered quizzes associated with the terminology portion of each exam. Quizzes should be repeated for score improvement and exam preparation.

Final Exam: The final exam will be online, timed, and, once available, can be taken any time prior to their deadline. The final exam will be made up of material from the previous quizzes. When the time limit on an exam expires it is automatically submitted and closed. Exam questions are randomly generated from a pool of questions so no student takes the same exam as another.

LISTENING Journal: These assignments focus on recognition and description, sometimes in writing, of specific musical elements.

ONLINE PARTICIPATION: Participation points are earned by attending our Blackboard discussion and journal sessions. Participation in discussion sessions offered is necessary to earn the full participation points. Students are responsible for the information discussed in all chat sessions. Transcripts of chat sessions are required reading.

Percentage Break Down

A 93-100%	C	73-76%
A- 90-92%	C-	70-72%
B+ 87-89%	D+	67-69%
B 83-86%	D	63-66%
B- 80-82%	D-	60-62%
C+ 77-79%	F	Below 60%

In addition, you will need to complete additional written assignments for this course, deadlines for posting assignment will be posted in Blackboard:

Time Commitment: This course should take you approximately a total of 109 hours to complete. That includes the time needed to listen to each musical example once through, though it is recommended that you listen to a music sample at least two or three times. You should set aside several hours a week for listening to material related to the course, and keep a record of your listening experiences.

Documenting Credit Hours (From DEAC)

An institution's policy on determining credit hours should provide detailed information on how it estimates and documents the number of credits hours for each course. For example, an institution stating that it is using the same "college textbook" that other universities use is not enough to document that the course is worth 3 credit hours.

The institution must provide concrete evidence that it has provided adequate guidance during the development of a course/program to substantiate the credit hours assigned. The institution should cite other research or studies done in order to document its definitions or formulas for verifying student work.

The following is an example of one way of documenting the required credit hours for one course (note: this hypothetical 10-week course is being presented as three semester hours):

Course: English 101 (10 weeks)

Activity	Assignments	Estimated hours for the average student
Academic Engagement	Listening to or reading course lectures: 25 pages per hour (1 per week)	10
	Reading additional website documents: 25 pages per hour (.5 per week)	5
	Audio and video: 22 pages per hour (1/2 hour per week)	5
	Reading discussion forums and making responses: 1 hour per week	10
	Presenting and reading student reports: 1 hour per week	10
	Taking quizzes and exams: .5 hours per week	5
	TOTAL: should be at least 45 hours per semester	45
Preparation (outside of class)	Required textbooks, ordinary reading level: 30 pages per hour	20
	Required textbooks, difficult reading level: 25 pages per hour	-
	Reaction/reflection papers and book reports: 1 hours per page	10
	Case studies: 1 hour per page	5
	Research papers: 3 hours per page	15
	Study for quizzes and exams:	20
	Project, journaling, or other assignments:	20
	TOTAL: should be at least 90 hours per semester	90
Overall Total	Should be at least 135 hours for a 3 credit course per semester	135

Total Hours per week = 13.5 for 10 weeks.

The average adult reading rate is 250 words per minute with 70% comprehension.

[Smith, Brenda D. "Breaking Through: College Reading" 7th Ed. Longman, 2004]

Reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). With an average of 400 words per page, at 200 words per minute a student should read around 30 pages per hour (200 words per minute x 60 = 12,000 words per hour divided by 400 = 30 pages per hour). Therefore, we are using 25-30 pages per hour.

Audiobooks are recommended to be 150-160 words per minute or 22 pages per hour.

Reading on Monitor: 180-200 wpm or 27 pages per hour.

Slide presentations are closer to 100 wpm or 15 pages per hour.

Policy and Procedures for Protecting Student Privacy in Online/Distance Education Courses

Florida Memorial University is committed to protecting student privacy for students enrolled in all courses regardless of the mode of instruction (on-line, hybrid, classroom). The University adheres [Family Educational Rights Privacy Act- FERPA](#) of 1974 published on the Universities' website. All of the University policies regarding student privacy and information security apply to distance education courses. Faculty teaching distance education courses are expected to uphold these policies and follow these procedures:

- Teach distance education courses using BlackBoard, the University's learning management system, in order to ensure security of student work and grades.
- Use the University's secure Self-Service site to report student grades. Posting of class-wide grade reports in any form is prohibited, as is sending a student his/her grades through an e-mail message that could be intercepted by someone other than the student
- Use BlackBoard or the University's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores or grades confidential. Students in the course should not have access to other students' work or grades.
- Keep your BlackBoard or UR email account information secure. Do not share your login information with anyone, give anyone unauthorized access to the BlackBoard course or assign a student the role of instructor in BlackBoard.
- Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), the, department chair/dean, program coordinator, Distance Education Director and anyone specifically authorized and responsible for student learning assessment or oversight of the academic quality and integrity of the course.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents or others outside the University.