



Adjunct Faculty Handbook

2010 - 2011



www.nuvhs.org

1.866.366.8847

In compliance with Title IX and Section 505 of the Rehabilitation Act of 1972, all participants of NUVHS are advised that NUVHS provides equal educational opportunities to students regardless of race, color, national origin, age, gender, sexual orientation, religion, or disability. Questions in reference to educational opportunities can be directed to the NUVHS Director of Administration.

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Introduction

National University Virtual High School (NUVHS) offers a premier, private, college preparatory high school online learning experience. Established in June 2003, NUVHS provides students the opportunity to achieve academic excellence through an innovative online medium.

National University Virtual High School is an independent, nonprofit, online secondary school committed to meeting the needs of high school students seeking alternative classroom opportunities. NUVHS operates under the Division of Pre-College Programs with the National University System (NUS), which is an alliance of educational institutions, including National University Academy, National University, Spectrum Pacific Learning Company, National University International, National Polytechnic College of Science, Center for Integrative Health, John F. Kennedy University and WestMed College, committed to providing educational opportunities to a diverse population of students, as well as other educationally affiliated organizations.

- National University Virtual High School (NUVHS) is fully accredited by the Western Association of Schools and Colleges (WASC)
- NUVHS is also accredited by Advance Ed, formerly the Commission on International and Trans-Regional Accreditation (CITA)
- The College Board has reviewed and approved all NUVHS Advanced Placement (AP) courses
- NUVHS core courses and diplomas have been reviewed and approved by the NCAA
- NUVHS has received UC “a-g” online course provider status, and 38 courses have received individual course approval

Each NUVHS course covers a typical semester’s worth of material and is comprised of the following:

- Unit learning outcomes that state the learning objectives students should accomplish throughout a specific unit. All courses consist of eight units
- Unit learning objectives that reflect California Content Standards and National Standards
- Required reading assignments based on the course materials
- Unit lectures that include insight and analysis of the unit’s topics – enhanced through a variety of multi media and interactive components
- Unit discussion boards encouraging students and instructors to communicate ideas and thoughts in a directed, focused manner regarding course content
- Required assignments for students to complete and submit to demonstrate mastery of learning objectives
- Course resources that contain readings and documents geared toward assisting students in accomplishing unit objectives
- A culminating project requiring students to synthesize the knowledge and skills acquired throughout the course
- Availability of interactive audio/visual software such as ClassLive Pro that allows students and instructors to engage in real-time, online, voice and video communication

Technology Requirements

To take full advantage of the interactivity of NUVHS courses, the following are the technology requirements and recommendations for both students and instructors:

Windows OS	Minimum Requirements	Highly Recommended
Operating System	Windows ME, 2000, or XP	Windows ME, 2000, or XP
RAM	64 MB	128 MB
Connection Speed	28.8 kbps	56K or High Speed Internet
Misc.	Sound Card, Speakers, Microphone	Sound Card, Speakers, Headset

Mac OS	Minimum Requirements	Highly Recommended
Operating System	Mac OS 9.1 or OS X	MAC OS 9.1 and OS X
RAM	32 MB	128 MB
Connection Speed	28.8 kbps	56K or High Speed Internet
Misc.	Sound Card, Speakers, Microphone	Sound Card, Speakers, Headset

Contact NUVHS

For further information on the contents of this handbook or other

Information regarding NUVHS, please contact us:

~ toll-free at 1.866.366.8847 ~

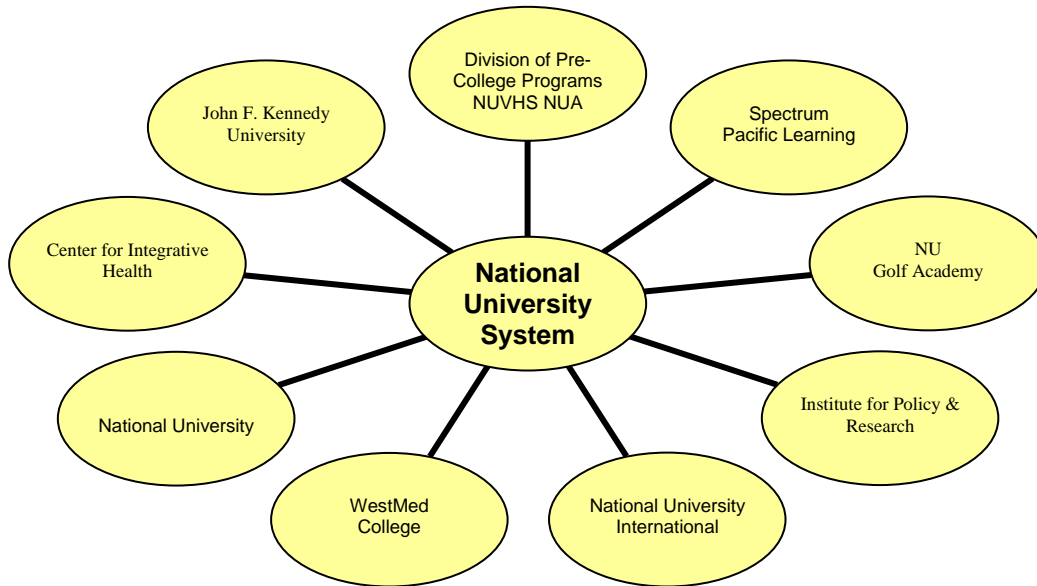
~ via email at info@nuvhs.org ~

~ or on the Web at www.nuvhs.org ~

As an instructor, your main administrative contact person at NUVHS is the *Program Manager of Curriculum and Instruction*, who oversees the online courses, staffing and curriculum and content development. The administrative staff is here to support and help you in an effort to make the teaching and learning experience as valuable and positive as possible for both students and teachers.

The National University System

National University Virtual High School is part of the National University System, an alliance of institutions committed to providing exemplary education opportunities to diverse populations of students and organizations.



NUVHS Mission Statement

National University Virtual High School is committed to providing interactive, media-rich, educational opportunities in a flexible, student-centered learning environment to a diverse population of learners.

NUVHS Core Values

The core values reflect the services of oriented atmosphere embraced by NUVHS staff and faculty to reinforce the belief that all students can be successful.

Innovation	Opportunity	Achievement	Collaboration	Flexibility
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NUVHS Expected School-wide Learning Results (ESLRS)

It is expected that National University Virtual High School students will be:

Engaged Learners	<ul style="list-style-type: none"> • Demonstrate self-directed learning skills such as time management, and personal responsibility through completion of course requirements • Develop an understanding of their own preferred learning styles to enhance overall academic potential • Incorporate effective and relevant internet and multimedia resources in the learning process to broaden knowledge base
Critical Thinkers	<ul style="list-style-type: none"> • Effectively analyze and articulate sound opinions on a variety of complex concepts • Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness • Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking
Effective Communicators	<ul style="list-style-type: none"> • Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication • Express concepts and ideas in a variety of forms • Enhance communication skills through the use of media rich or other technology resources
Global Citizens	<ul style="list-style-type: none"> • Appreciate the value of diversity • Understand the range of local and international issues facing today's global community • Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century

Instructor Expectations

The online learning and teaching model shares some fundamental similarities to a traditional “brick and mortar” classroom experience: The learning process attempts to incorporate the work, life, and educational experiences of the students and the instructor.

There are, however, key differences. Online teaching leans heavily on curriculum designed to stimulate dialogue between students and instructors and among students themselves. Instructors teaching in an online environment must manage his/her online classroom to ensure that dialogue and student interaction is consistent with the defined learning outcomes.

Online learning requires both the instructor and students to take active roles in the process. The instructor often acts as a facilitator, organizing activities to directly engage students rather than relying too heavily on strategies such as lectures and memorization. Incorporating the internet as a tool for learning is another key component.

Curriculum developers have prepared a comprehensive syllabus, including expectations, grading criteria, activities and resources. A detailed syllabus helps bring consistency to the group's expectations and fosters better communication between students and instructor.

Some of the basic elements found to be effective in online teaching and learning are presented below as a series of expectations for NUVHS instructors.

At the Start of a Course

The following checklist is designed to help prepare you at the beginning of your online NUVHS course.

- ✓ Complete the self-paced faculty tutorial to familiarize your self with the online learning management system, as well as to review best practices associated with online teaching and learning.
- ✓ Familiarize yourself with course content, including course tools and functionality, unit contents, and the grading system.
- ✓ Verify that all plug-ins and links are operational
- ✓ Verify that the gradebook is set up and properly weighted according to the syllabus
- ✓ Check all examinations and homework assignment to verify that all content has been properly loaded
- ✓ Verify that all internal and external links are working properly
- ✓ Update the syllabus as needed to ensure that all information and expectations are clear
- ✓ Post a “Welcome” announcement to the class
- ✓ Ensure that test/quiz “view” dates for each unit are set to the first date of the term.
- ✓ Instructors are encouraged to take ownership of their course by enhancing and tailoring the curriculum to the class after consulting with the Program Manager, Curriculum and Instruction.
 - You may also incorporate relevant, well-chosen, and critically evaluated Web resources into the curriculum. The Web presents an opportunity to access a wide variety of learning resources available online, including documents, images, and audio. It also provides alternative approaches to learning and enhances interaction, variety and interest in the class
 - You may also incorporate supplemental or alternative exercises, assignments or assessments to complement the students’ various learning styles and needs, while maintaining the rigor of the course
 - The National University Library has excellent resource materials available and you are encouraged to incorporate library usage in the course (See Instructor Resources below)
 - You are also encouraged to make suggestions on improving any of the curricula by working with the Program Manager, Curriculum and Instruction.

During the Course

- ✓ Upon a student enrollment in the course, make sure the student has completed the student tutorial which will teach them how to navigate through the course and use the course tools and features
- ✓ Invite students to introduce themselves in the Discussion Board, and acknowledge each student by name
- ✓ Regularly communicate with students and contact those students who show inactivity in the course for periods of longer than a week; preferably by email or telephone. Because students can't see the instructor, they depend on instructor acknowledgement for affirmation that they are proceeding in an acceptable manner. Be as encouraging and supportive as possible.

- ✓ Regularly use the Announcements feature for general announcements to the entire class, post discussion summaries, class reminders, or general clarifications. Since this is the first thing students see when entering the course, you should post at least one announcement per week
 - ✓ Log into the course daily to monitor student work / Minimum of every other day, and respond to students emails daily
 - ✓ Encourage your students to submit all assignments and communications through the course features rather than emailed directly to you so that a record of the submission and correspondence remains in the class
 - ✓ Establish due dates during the week for when assignments are to be submitted. Grade all student work and have the grade book updated within 48 hours of the due date.
 - ✓ Provide detailed and substantive feedback on assignments and discussion topics within 24 to 48 hours after submission. Students often feel uncertain about their performance and need prompt direction and feedback
 - ✓ Regularly respond to individual students through e-mail or by telephone within 24 hours to answer questions that might not be relevant for an announcement posting. However, information that may benefit all students should also be shared in open forum
 - ✓ Encourage students to respond to others and not only to instructor comments by redirecting and guiding communications. Students often need encouragement to participate in online discussions and you can facilitate and foster a deeper level of student involvement.
-

Student Progress Reports

It is important for student's parents and school counselors to receive regular communications outlining student progress in each of their online courses. Teachers should copy any relevant emails concerning a student's performance in the class to the representing parent or school administrator as appropriate. The email address for parents or school administrators for each student is on file with the NUVHS Coordinator of Student Services and Outreach.

Instructors should maintain regular phone and/or email contact with the student's parent or school counselor on a regular basis, when applicable. In the event a teacher has difficulty communicating with non-English speaking parents or guardians, NUVHS can offer support. Also, if a student's contact information becomes invalid, NUVHS can assist in updating the information.

NUVHS teachers are required to email a progress report to each student on a monthly basis (3 times) throughout the term to ensure that students, teachers, parents and school counselors are aware of any student issues that can be addressed, ensuring each student receives maximum opportunity to succeed in the class. The student progress report should be copied to NUVHS administration to ensure a record of the communication is kept on file with administration.

Grades

As outlined in the school's policies and procedures pertaining to grading and granting of credit, National University Virtual High School definition of grades is as follows:

A	Outstanding Achievement – Significantly Exceed Standards
A-	Outstanding Achievement – Exceed Standards
B+	Commendable Achievement – Exceed Standards
B	Commendable Achievement – Exceed Standards
B-	Commendable Achievement – Exceed Standards
C+	Acceptable Achievement – Somewhat Exceed Standards
C	Acceptable Achievement – Meets Standards
C-	Acceptable Achievement – Somewhat Meet Standards
D+	Marginal Achievement – Somewhat Below Standards
D	Marginal Achievement – Below Standards
D-	Marginal Achievement – Below Standards
F	Failure to Meet Standards
I	Incomplete Grade
W	Withdrawal
WF	Withdrawal/Fail

Specific grading criteria are outlined in the syllabus of each individual course.

Grade Submission

At the conclusion of each term, teachers are required to email a final grade report to the student, parent or guardian or school counselor within 7 days of the course end date. In emailing the final grade report, teachers are also asked to copy the NUVHS Coordinator of Student Services and Outreach on the grade report so that the grade can be entered on the students’ academic record. Teachers are also asked to keep any relevant student information such as communications or student work for 90 days following the end of the course.

Incomplete Grades

The issuance of an incomplete grade is at the discretion of the teacher. As outlined in the school’s policies, a student may request an “incomplete” grade when the following is true:

- The student has completed all course requirements for the first six (6) units of the course.
- The student is unable to complete course requirements due to uncontrollable and/or unforeseen circumstances.

Students must request an incomplete from their instructor before the last day of class. If the teacher decides that an incomplete grade is warranted, they must provide the student with the conditions for removal of the

incomplete in writing, and must copy NUVHS administration on the conditions for removal. Extensions are not guaranteed.

In issuing an incomplete, teachers should outline the time frame allowed for completing any remaining work, not to exceed 2 weeks. If a student fails to make up the incomplete within the time specified by the teacher, the student will be assigned a grade based on their achievements and performance in the course, factoring in zero points or an “F” grade for any missing assignment(s).

Withdrawing From a Class

A student may drop a class within the first seven (7) calendar days of their enrollment to receive a W on their transcript which does not negatively affect their grade. They can also receive a full tuition refund.

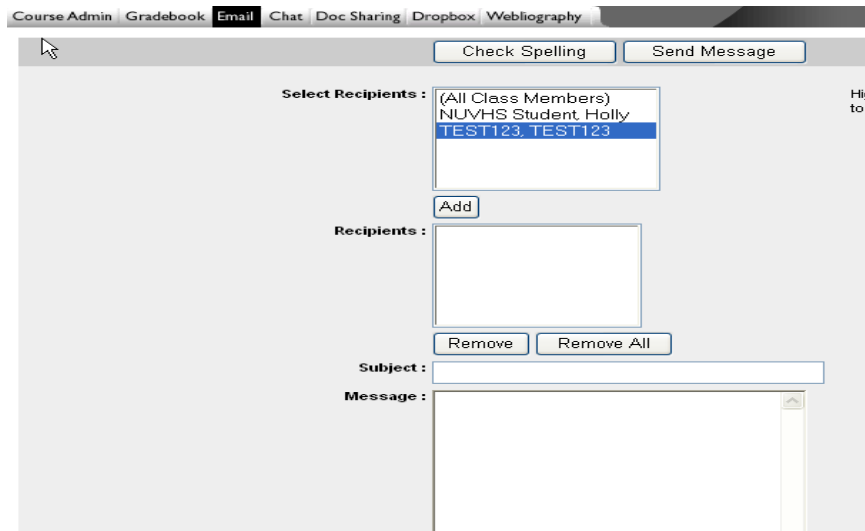
- Students who drop a class after the seventh (7th) calendar day, but before the end of the 21st calendar day will receive a designation of “WF” for Withdrawal, and are responsible for any tuition payment.
- Students must receive a grade for the course unless they notify an NUVHS student services representative or counselor of their intent to withdraw prior to the end of the 21st calendar day of the course.
- Students and their parent/guardian or school counselor must notify the teacher of the course and NUVHS of their intent to drop or withdraw through email, fax, or over the telephone following the timeline stated above.

Communicating with Students

Frequent and meaningful communication between you and your students and also student to student is one of the most important elements of teaching effectively online. There are many different tools in the online course that are designed to enhance communication in the class. We recommend that you communicate frequently with your class using these difference tools. Part of our expectations is that you will answer student emails and other questions **within 24 – 48 hours**. Below is an overview of some of these tools.

E-mail

The email tool is a convenient and effective way for you and your students to communicate with each other. When students and teachers are enrolled into the online class, their email addresses are uploaded into that course. Using this feature, you can email individual students, the entire class, or groups of students. Also, any time an email is sent using this feature, the sender is automatically sent a copy of the message. This is a great way for you to keep historical records of any communications you email to students. The advantage of using this feature is that it can be personal, one-to-one communication. There is little doubt that you will find email a useful communication tool for your online class.



As you teach your online class, it will probably be a goal for you to reduce your email load by using other communication tools. Nevertheless, with the ability to email groups of students or the entire class, you can save yourself time by not having to respond to each student individually.

This email feature is an outgoing email feature only. What that means is that you do not receive emails within the course. When you or your students send an email using this tool, it goes to the addressee's email address they have decided to use for this course. We recommend that you set up a separate e-mail address for your online class. Most Internet Service Providers (ISPs) offer subscribers more than one e-mail address with an account. Instructors who regularly use more than one computer or who travel frequently may benefit from a free web-based e-mail account, which can be accessed from any Internet-capable computer.

Email Best Practices

Remember, that without body language and tone of voice in email (and in Chats and Threaded Discussions) unintended communication can happen. Humor and irony can be taken seriously.

Consider using "emoticons" such as **:) :-? :-o** to soften language that sometimes can be misinterpreted when, for the sake of speed, emails are written too quickly. For example, "*Read assignment again!*" can feel disparaging compared to "*Read Assignment again :).*"

Emoticons can take the edge off communication when you don't have time to craft a more careful comment.

Announcements

Since announcements are the first thing students see when signing into the course, it is important to give them a warm welcome and help them get quickly oriented to the course structure and your expectations. Initially, students may need a few days to orient themselves to the online course, so clear directions about where things are located and how they are to communicate to you can be very helpful. The announcements feature is also a good tool for making general announcements to the class such as changes in assignments, tests and quizzes, or upcoming deadlines. We encourage you to post at least one announcement a week.

Be short and to the point in your announcements, and keep in mind that too much information in an announcement can overcrowd the classroom. We recommend that announcements rarely exceed 500 words.

Threaded Discussions

Many online teachers find that the discussion board threaded discussions is where most learning takes place. The threaded discussion tool simulates “brick and mortar” classroom discussion in an asynchronous environment. A threaded discussion allows students to post comments to a discussion topic, respond to other students’ comments, and respond to ideas shared by you or others in the course. Discussion takes place asynchronously, and begin with a directed question or series of questions related to the unit topic. Because threaded discussions are a requirement for nearly every unit in our courses, below are some best practice ideas to help maximize the learning that occurs with this tool.

1. Communicate Expectations

In most NUVHS courses, discussion participation constitutes a graded requirement, and most courses include a comprehensive rubric for assessing threaded discussion posts, based on content, length, form, and amount of participation. It is always a good idea to indicate to students the number of posts and responses required for each thread. It is also important to grade for both quality and quantity, and the rubric is included to assist in evaluation of threaded discussions.

2. Start the Discussion

Often students need structure to get the discussions off to a good start. It's always a good idea for the instructor to start all major topic threads. This will provide modeling for the students on where, and how to post and make them more comfortable with participation in this section of the course.

3. Establish a Pattern of Frequent Response

You should try to participate in the discussion threads on a regular basis, which will model expectations and engagement behavior, as well as encourage students to participate regularly. When students see you regularly contributing to the discussions you become a more visible fixture and students are more likely to participate as well. It's a good idea to check the discussion threads regularly and provide comments/responses to student posts that further illicit participation in the discussion.

4. Facilitate rather than Dominate

Good communication requires dialogue. It is important that you participate to a sustainable level and that your postings complement and expand on ideas generated by the students. Also, through your postings, encourage students to interact more with each other. This can be easily done by tying related messages in a thread together in one posting, and adding comments that address several students instead of answering each one individually. You can also ask follow up questions that stimulate further discussion and invite students to respond to their classmates’ ideas.

5. Cultural Pattern and Communication Styles

Remember that students will have different learning styles and levels of subject mastery. Some will learn more easily in group discussion settings, while others may excel when working independently. Provide a variety of activity-types allowing for differences in learning styles. Finally, some students may not feel comfortable sharing personal experiences while others find this process quite natural. The instructor can respect these differences by offering options to students in the way questions are framed. For example, *"Can you relate this to your own experience or one you have heard or read about?"*

6. Provide Timely Feedback

Provide plenty of timely, constructive, and quality feedback, and where appropriate, add to a student’s answer engaging him/her in more dialogue. When you participate in the discussion, providing critique,

encouragement, and feedback, students generally feel more engaged and are inclined to stay more involved.

Engagement Best Practices

Some ideas on posts that provide quality feedback and engagement may include:

- A. Thanking students publicly for posts that show particular insight or depth. This serves to model the types of responses and critical thinking you expect from students and provides positive reinforcement to the student who submitted the post.
- B. Encourage students who have submitted posts in need of expansion or revision to consider a more in-depth contribution by asking for specific details pertaining to their posting.

7. Appropriate Posts

Remember to model appropriate tone, content and language usage in your posts so that students become aware of what constitutes inappropriate versus appropriate discussion board participation. Make sure to regularly monitor student postings (even in the “Student Lounge”) and counsel students on what is or is not appropriate.

If you find any offensive posts, that may include profanity, personal attack on other students, or general discourteous tone, immediately remove the student posting and privately e-mail the student to inform him/her that the posting was inappropriate and will not be tolerated in the future. Additionally, should you feel the incident requires further intervention or disciplinary action by NUVHS administration you should promptly notify the Program Manger of Curriculum & Instruction.

Coursework Is Tailored For Different Learning Styles

During the first unit of each class, students are asked to take a learning styles inventory to learn more about their individual learning style. This learning styles assessment allows students to know how best they learn. Students are then asked to share their results with the rest of the class through the Unit One Discussion Board. In so doing, you will become more aware of your individual students’ learning styles and how best to adjust the course to maximize student learning potential. We also suggest that you take the learning styles assessment as well to have a better feel for the exam and the results.

Discussion Boards

If you're the first to enter the Discussion, there will only be a **Respond** button.

Otherwise, you will see others' postings below. Click on the **+ Expand All** button to view all of the entries made by your fellow learners or click each one, one at a time.

Note: If there is more than one topic below, use the dropdown menu to select a topic and click on "Go."

Select a Topic:

Learning Styles Assessment

The learning styles assessment posted at the following site will help you determine how you learn best. It will tell you if you are a Visual, an Aural, a Read/Write, or a Kinesthetic learner. Knowing the learning style you prefer will help you determine the best way to study and how to shape assignments so that you learn best.

1. Click on the following link <http://www.vark-learn.com/english/>
2. Click on Questionnaire, take the test, and then click on OK
3. Post your scores and answer the question "What changes will I make now that I know what my preferred learning style is?"

[+ Respond](#)

The Mastery Learning Approach Is Employed

At NUVHS, every course (except those designated as Advanced Placement ©) includes an optional pre-course assessment that enables you to pinpoint areas of focus for each student. It is part of your responsibility to assess the test results and determine what skills students have mastered prior to the course and what assignments (but not assessments) they may skip without penalty. We encourage you to provide each student with an e-mail letter explaining the different skills assessed and his/her performance on each section of the test. Please remember that as the teacher for the course, it is at your discretion which, if any, activities students may forgo.

Instructor and Student Resources

National University Library Services

The National University Library plays an important role in supporting the research efforts of the students and faculty of NUVHS. The National University Library encourages students to gain the knowledge of the global information sources that are available.

NULS offers over 80 databases, over 290,000 electronic books and 18,000 full text online journals. The Central Library, located in San Diego, also houses a curriculum resource center, a state-of-the-art K-12 classroom providing access to resource materials and active instruction in learning technologies.

Librarians are available to provide in-depth research instruction and assistance to locate reference resources. Staff members also assist individuals in basic subject searching and training of basic skills needed to locate library materials. Please take advantage of this rich resource at <http://library.nu.edu/>.

Spectrum Pacific Learning Company

Spectrum Pacific Learning Company (SPL), an affiliate of the National University System, provides NUVHS with complete online platform services, including course design and development, content

management and maintenance, and student technical support services. NUVHS contracts with SPL for our Learning Management System (LMS) and support services. SPL technicians are available 24/7 to assist the instructors and students with technical support and course problems. SPL can be reached by phone: 1-877-252-7715 or by email: helpdesk@spectrumpacific.com.

National University Writing Center

The National University Writing Center assists students in improving writing skills at any stage of the writing process including drafting, revising, and organizing their written work. NUVHS students can access the Writing Center online and receive directed, individualized feedback on specific writing assignments. Information on the Writing Center services can be found in the “Course Home” section of each NUVHS course. We encourage you to refer your students to this service as needed.

National University Mathematics Tutor Services

Individualized tutoring and assistance in mathematics is also available to all NUVHS students. Students may receive individualized tutoring via email or telephone by arranging times with the Mathematics Center. Information on how to use this service can be found in the “Course Home” section of each NUVHS course. We encourage you to refer your students to this service as needed.

Student Emotional Resources

Recognizing that students taking online courses rather than in traditional “brick and mortar” schools still face emotional challenges, NUVHS has made available on the school website additional resources for students on such areas as suicide, depression, child abuse, dating violence, grief, and eating disorders among others. NUVHS students also have access to full-time NU faculty with expertise in the areas of school counseling and school psychology that are available to assist NUVHS students.

Student Concierge Services

As part of the school’s mission to expand access and strengthen a sense of connectedness between NUVHS and students and parents, students have access to speak to a System representative who is knowledgeable about NUVHS from 7:00 A.M. until midnight, seven days a week. SCS representatives can assist current or potential students and their parents, as well as other external inquiries regarding NUVHS in a variety of issues.

National University Career Center

All NUVHS students have access to National University’s Career and Assessment Center (CAC). The CAC hosts job fairs and offers workshops on job search strategies, interviewing and resume development. In addition, an online Career Services area of the NU website has been developed to assist students from any geographic location to access career services. The Career Center has developed a series of search engines designed to assist part-time and seasonal work for teens. Information on these services can be found here: <http://www.nu.edu/OurPrograms/StudentServices/CareerCenter.html>

Student Expectations

NUVHS offers the online Student Orientation Tutorial course to make sure that every student taking an online course has had the opportunity to go through an online orientation so that the students will be familiar with the main features of the classroom environment by the time they enter the course. Some will be skilled computer users, while others will be little more than novices as far as computer skills are concerned. The support staff at Spectrum Pacific Learning will handle all technical problems that arise, leaving the instructor free to teach the course. Most of our students are busy with school, activities, family responsibilities, and they are attracted to

the convenience of a mostly asynchronous (not real-time) course. However, they have opted for an instructor-led course even though many independent study and self-paced courses exist online. This usually means that they expect a responsive and engaged instructor and may also want the company of their peers in a shared, classroom experience.

Difficult Situations with Students

While most students are courteous and reasonable in their interaction with their classmates and the instructor, there are always exceptions – students who may be disruptive or rude. The instructor should handle these students the same way they would in a traditional class, with these differences--what is said online remains in the classroom and will be read over and over again until it is removed. Also, student-student and student-instructor disputes may be more subject to misunderstandings, due to the lack of cues from tone of voice and facial expression. Therefore, it is important to clear up any student conduct related issues as soon as possible. The support staff at NUVHS should serve as a resource for advice or assistance on handling difficult situations with students in the online environment. Other relevant authorities will be brought in if the situation calls for further consultation or disciplinary action.

Inactive Students

It is the instructor's responsibility (with the help of the NUVHS student services department) to track down students who have suddenly disappeared from the course. Instructors can monitor students' participation through the tracking features in the course management system such as the gradebook and user activity. If the instructor has not heard from a student in a few days, the instructor should send an e-mail or try to telephone the student or his/her parent/guardian. If the instructor cannot reach the student or has any questions, they are encouraged to contact the NUVHS Coordinator of Student Services and Outreach or the Program Manager, Curriculum and Instruction at NUVHS. Sometimes students have an adult support person in their home community who can be reached.

Plagiarism

Pay close attention to the style students adopt as they write their posts in the discussion thread in the first weeks of the course. Online instructors have to be aware of their students' writing style in order to detect plagiarism. If the instructor suspects the students have plagiarized any material, be sure to paste the suspicious material into Google.com to locate the source. In addition to the services Google offers, NUVHS has software that can assist in detecting plagiarism. Please contact the Program Manager, Curriculum and Instruction to use this service.

Instructor Code of Responsibility

All NUVHS faculty and staff who come in contact with student academic and other confidential records, whether electronic or paper, are placed in a position of trust. As a faculty member, instructors are obligated to safeguard student records and adhere to the federal law governing the privacy rights of students, The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended (see NUVHS FERPA Policy).

- Confidential information pertaining to students, staff, faculty or administrators must not be repeated or discussed, either formally or informally. The contents of any record or report must not be divulged to any person, except in the conduct of work assignments and in accordance with NUVHS policies and procedures.
- Browsing through files or looking up electronic records out of curiosity is prohibited. The instructor may not seek personal benefit or allow others to benefit personally by knowledge of confidential information, which has come to the instructor's attention by virtue of any work assignments.
- Updating of computer or paper records is limited to the specific area of instruction. The instructor may not knowingly include, or cause to be included, any false, inaccurate, or misleading entry or knowingly expunge or alter any record.
- The instructor sign on to the computer is confidential and may not be revealed to anyone. The instructor is held responsible for information entered to the computer with your sign on. Do not leave a terminal where you are signed on unattended.
- Don't post on a public web site or disseminate the students' work, discussion, or e-mail comments without requesting permission from the student and his/her parent or guardian and from NUVHS.
- If the instructor is asked about NUVHS rules and policies, state the official rule. Do not advise or assist students on how to get around rules or have a policy "backdated."
- No official record or report, or copy thereof, may be removed from the office where it is maintained, except in the performance of assigned duties.
- Violations of this code must immediately be reported to the instructor's supervisor, the Manager of Curriculum and Instruction. Permanent damage or harm may come to individuals or the computer system if violations go unchecked.

Additional Privacy Concerns

NUVHS has the following recommendations to make about protecting instructor privacy while respecting that of students' as well in an online classroom situation:

- Do not require students to submit photographs of themselves. (The instructor may invite them to submit a photograph if they wish).
- To ensure quality, staff from NUVHS regularly observe the ongoing classes and may offer suggestions for improvement in teaching strategies or technical uses of the course delivery software. However, the permission of the instructor and from NUVHS is always requested before any other observers are permitted to view the class.
- Student grades are always considered private and should never be displayed to the class alongside the names of the students to whom they belong.

California Labor Code

§2870. Limitation on Assignment of Invention Provisions in Employment Agreement; Unenforceability of Such Provisions.

(A) Any provision in an employment agreement which provides that an employee shall assign, or offer to assign, any of his or her rights in an invention to his or her employer shall not apply to an invention

that the employee developed entirely on his or her own time without using the employer's equipment, supplies, facilities, or trade secret information except for those inventions that either:

- (1) Relate at the time of conception or reduction to practice of the invention to the employer's business, or actual or demonstrably anticipated research or development of the employer; or
- (2) Result from any work performed by the employee for the employer.
 - a. To the extent a provision in an employment agreement purports to require an employee to assign an invention otherwise excluded from being required to be assigned under subdivision.
 - b. The provision is against the public policy of this state and is unenforceable.

Grievance Procedures

The following procedures are provided to enable part-time faculty members to seek a review of personnel decisions if they have reason to believe that they have been unlawfully subjected to discrimination or that their right to academic freedom has been abridged.

If the grievance arises from an alleged abridgement of academic freedom or alleged unlawful discrimination, the part-time faculty member must notify the Director of Administration, NUVHS, in writing, explaining the specific complaint and providing evidence on which it is based.

Upon receipt of the part-time faculty member's written complaint, the Director of Administration shall discuss the matter with all parties to the complaint, investigate the facts, and obtain all necessary information. The Director of Administration shall determine whether the formal complaint merits review, and if not, shall notify the faculty member, typically within thirty (30) days. If the Director of Administration determines that a review is merited, a three-person review panel may be created to investigate the matter and provide a written report.

Typically within ninety (90) days, after receipt of the complaint, the Director of Administration shall recommend to the General Manager, in writing, a resolution to the matter. The Director of Administration's written resolution shall be accompanied by all appropriate documentation and include a statement of the extent to which all parties to the grievance are, or are not, in agreement with the proposed resolution.

Typically within ten (10) days of receipt of the written resolution from school administration shall render a written decision. The school administration's decision shall be final and binding on all parties.

Mandated Reporting

If the instructor knows or is reasonably suspect that a child has been a victim of child abuse, report it immediately by telephone to the appropriate authorities (Penal Code 11166). For more information, contact

National Clearinghouse on Child Abuse and Neglect Information
330 C Street, SW
Washington, DC 20447
phone: (800) 394-3366 or (703) 385-7565
fax: (703) 385-3206
e-mail: nccanch@caliber.com

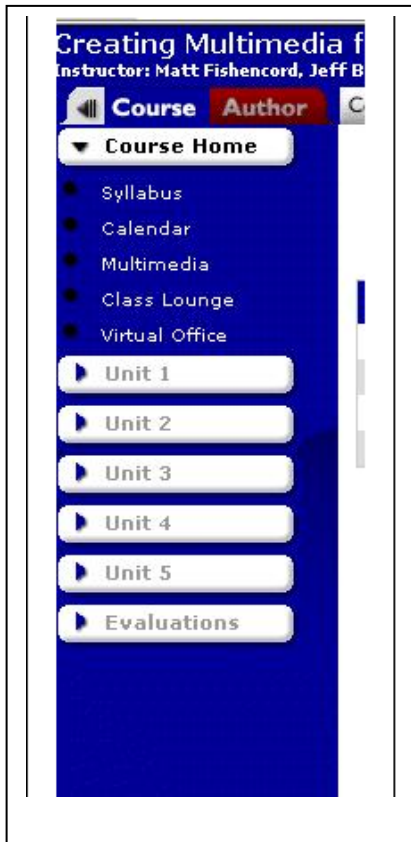
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Appendix A: Navigating through the Course

Finding your way around a course is not difficult, but like anything else, needs some introduction. Let's take a moment to understand the basic navigation from the course homepage.

Navigation Tree



On the left side of the screen is some important information as well as various links to click. At the top left of the screen is the title of the course, with one or more instructors listed below.

Underneath the course title is the Navigation Tree. At the top of this tree are one or two tabs - '**Course**' and '**Author**'. If you are a student in a course, you will only see the 'Course' tab. If you are an instructor or administrator in a course, you will see both tabs. The 'Author' tab must be clicked in order for someone to place material in a course, or change existing content.

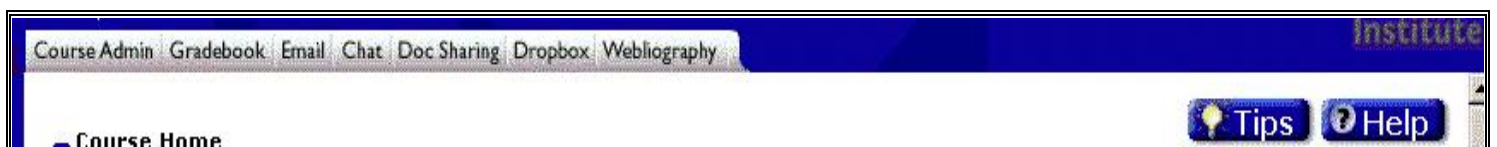
Beneath the tabs are the **Units & Content Items** of the course. The top unit is the Course Home (discussed in greater detail later in this unit). This is followed by several numbered units. Within each Unit are Content Items. (In the example above, the Content Items are Syllabus, Calendar, Multimedia, etc)

Finally, underneath the Navigation tree are two buttons - '**Exit Course**' and '**Logout**'. If you would like to exit your current course, but stay in the system and go to another course you are enrolled in then click 'Exit Course'. Clicking 'Exit Course' will take you back to your Student Homepage. If, however, you would like to exit the system, click 'Logout'. After clicking 'Logout', a user must again log in with their ID and Password to re-enter the system.

Course Management Tabs

Across the top of your window (within your browser) are several **Course Management Tabs**. Clicking on each of these will take you to a different Course Management Tool. (For example: Clicking on Gradebook will take you to the gradebook for a course, etc)

**Note - only faculty or administrators will see the 'Course Admin' tab.*



On the upper right side of your screen, you will see one or two other buttons. These are 'Tips' and 'Help'. (Students will not see the 'Tips' button) Anyone authoring a course can click on the 'Tips' button for helpful ideas and suggestions. Anyone can click on the 'Help' button for an instant guide to questions, or downloadable help.

Course Homepage

The purpose of the Course Homepage is to provide students with immediate information to get them started. In all NUVHS courses, the Course Homepage is where students and faculty first land when entering the course. It is the front door to the classroom. Students may be intimidated enough as it is taking classes in this environment, therefore the Course Homepage should:

- open the door wide (be inviting)
- give a positive welcome
- utilize announcements
- provide some further instructions
- direct the student as to where to go next

Announcements should be posted in the class on a regular basis by the instructor, either providing clarification to students, directing them on further requirements or elaborating on certain policies. Such active use of the “announcements” feature in the class helps further foster a sense of connectedness and community between instructor and student(s).

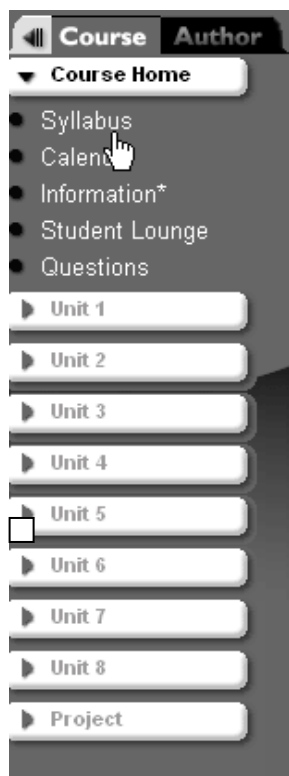
Syllabus

The Syllabus holds an important dual purpose:

- To inform students about the process, procedures and expectations of an online course
- To alleviate the potential problems of online instruction (particularly excessive and unnecessary email as well as the cyberspace phenomena of the “disappearing student”).

In NUVHS courses, the syllabus, course expectations and requirements have already been written for each course. However, each individual instructor teaching a section of the course(s) has the ability to adjust these expectations and assignments based on assessment of the live course, as long as academic standards and achievement are maintained.

Units



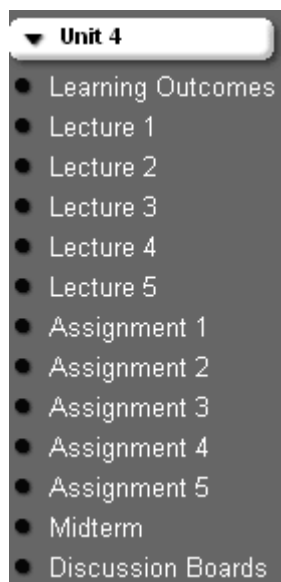
The eCollege system is "unit" based. This way, specific items or "units" of content will translate easily from curriculum to delivery for the instructor.

Units are the course specific content and instruction items that house specific information, direction, or assessment. For example, inside NUVHS courses, each unit is comprised of one or more of the following content items:

- Reading Assignment
- Quiz/Assessment
- Writing Assignment
- Lecture
- Project Assignment
- Discussion Questions
- Chat Requirements

NUVHS courses are designed around the concept of each unit as a module of learning. Units can be named anything an author wishes, however for NUVHS, most courses are structured around an 8 Unit format.

Content Items



When a user clicks on the Unit, the navigation tree lists the **Content Items** found in that Unit. Technically, there could as few as zero Content Items found in a Unit, and as many as an author could create.

Content Items are the information relaying and gathering pages for a course. Sometimes called the "meat" of an online class, Content Items translate what is typically done day to day in a live course. Some Content Items could be:

- Text Lecture
- PowerPoint Presentation
- Threaded Discussion
- Quizzes
- Exams
- Assignment pages
- Directional pages – pages leading or linking to other pages or sites

Appendix B: Using the Gradebook

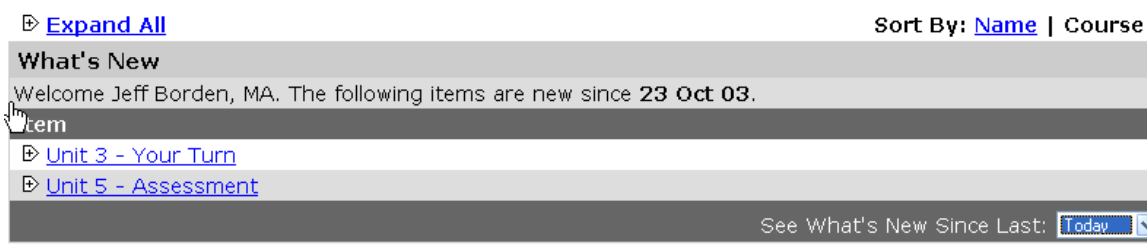
Grading in the eCollege system may seem difficult, but it's not. Once the grade book is set up for your class, and your students begin submitting assignments, eCollege allows you to go to one place to view, grade, and return student work.

“What’s New” Feature

Best Practice Suggestion

A best practice, and the first thing you will want to do each time you sign into your class is to look at the “what’s new” feature. This feature lets you know what has happened since the last time you were in the course.

For example, in the below image, we can see that a student, or students, have added to a threaded discussion, and have entered an assessment.



If you expand each item shown in the “what’s new” section, you will see the names of the student or students who submitted to each of the content items listed, as shown below.



Now you can go to the gradebook and grade these specific students without having to hunt down who has done what. Simply click on “gradebook” link at the top of the page to access the gradebook.

Grading Hint

Most assessments in NUVHS classes are set to be graded by the system, even though the “what’s new” feature will still tell you which students have done what assessments. However, you always have access to enter the student’s submitted assessments through the grade book correct/incorrect answers.

Using the Gradebook

Once you have determined through the “what’s new” feature what threaded discussions or other postings in the course are ready for grading, simply access the gradebook by clicking on the “gradebook” tab at the top of the page

View Gradebook [Help](#) [Help](#)

View Gradebook User Activity Setup Gradebook

Select Gradebook View: Grades To Date [Export View](#)

Sort By: Last Name Display: 40 rows per page Displaying 1 - 18 of 18 Go to: 1 - 18

Grades To Date		
	Course Points To Date	Course Average To Date
Beatty, Gerard	40/65	(62%)
Chen, Paul	15/15	(100%)
Coffelt, Sabrina	10/10	(100%)
Donegan, Jenny	50/60	(83%)
Fitch, James	10/10	(100%)
Guibert, Wanda	10/10	(100%)
Jackson, John	*	*
Lagier, Jennifer	50/60	(83%)
McEfee, Patty	*	*
O'Donnell, Cheryl	10/10	(100%)

In the above image you will notice that the grade book’s default view is for “course points to date” for all students. However, you can sort the gradebook view in a variety of ways using the “select gradebook view”.

To continue to the appropriate unit for which you want to grade, simply select that unit from the “select gradebook view”. In the image below, we now see all the gradable items for a specific unit; in this case, Unit Three.

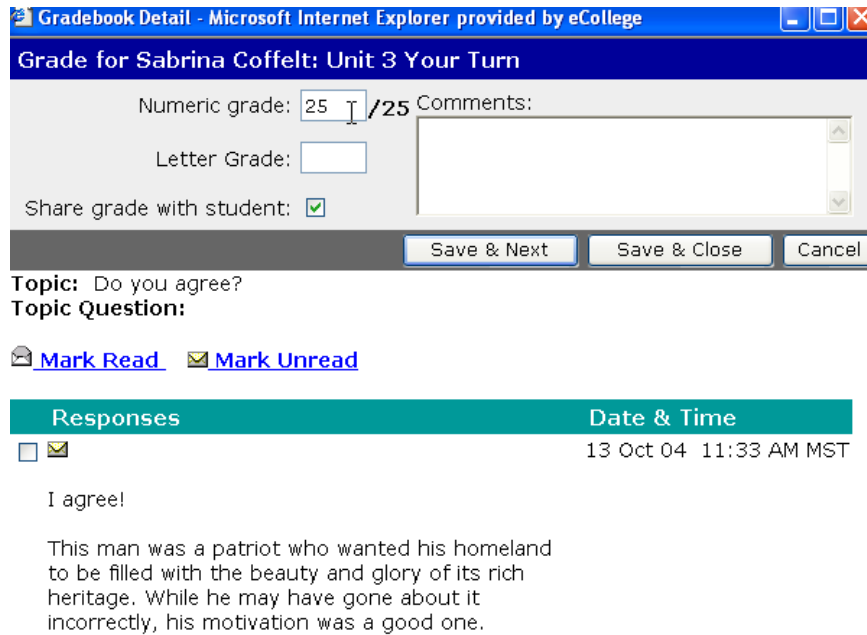
Select Gradebook View: Unit 3: Your Playmates [Export View](#)

Sort By: Last Name Display: 40 rows per page Displaying 1 - 18 of 18 Go to: 1 - 18

Unit 3: Your Playmates				
Points Possible:	Your Turn 25	Unit 3: Grades to Date	Unit 3: Possible Points	
Beatty, Gerard	*	*	25	Beatty, Gerard
Chen, Paul	*	*	25	Chen, Paul
Coffelt, Sabrina	*	*	25	Coffelt, Sabrina
Donegan, Jenny	*	*	25	Donegan, Jenny
Fitch, James	*	*	25	Fitch, James
Guibert, Wanda	*	*	25	Guibert, Wanda
Jackson, John	*	*	25	Jackson, John
Lagier, Jennifer	*	*	25	Lagier, Jennifer
McEfee, Patty	*	*	25	McEfee, Patty

From the above view, you can click on the asterisk that corresponds to the student and assignment you want to assign a grade. By clicking on the asterisk next to the student’s name the system pulls the student’s answer for you.

Notice, in the image below that the system pulls only the answer corresponding to that specific student, so that grading is less confusing.



After reviewing the assignment through the gradebook, you can:

- Enter a numeric grade
- Enter a letter grade (or both)
- Provide any individual comments
- Choose to share or hide the grade from the student

Clicking on “**Save & Next**” takes you to the next student on the roster, while clicking on “**Save & Close**” returns you to the gradebook.

Grading Hint

Remember, the “What’s New” feature will tell you which individual students have items to be graded, and what those specific items are.

You will notice, as shown in the image below, that the gradebook updates the points for you, and you can go back in at any time to adjust your scoring, by simply clicking on the input points.

Unit 3: Your Playmates			
Points Possible:	Your Turn 25	Unit 3: Grades to Date	Unit 3: Possible Points
Beatty, Gerard	*	*	25
Chen, Paul	*	*	25
Coffelt, Sabrina	[<input type="text" value="25"/> /A]	25/25 (100%)	25
Donegan, Jenny	*	*	25
Fitch, James	*	*	25
Guibert, Wanda	*	*	25
Jackson, John	*	*	25

The gradebook works the same for all assignments, but there are one or two differences with quizzes, exams, and assessments.

Tests, Quizzes and Exams

There is one difference with assessments in the gradebook. If a student has completed an assessment, the gradebook will indicate this with an asterisk as shown in the image below. A double dash indicates that the student has not yet completed the assessment.

Unit 5: Your Playthings Continued...	
Points Possible:	Assessment
Beatty, Gerard	25
Chen, Paul	*
Coffelt, Sabrina	
Donegan, Jenny	4
Fitch, James	--
Guibert, Wanda	*
Jackson, John	--
Lagier, Jennifer	40
McEfee, Patty	--

Clicking on the appropriate asterisk will open up the exam or assessment completed by the student. From here, you can grade any non-objectified questions such as essay questions that pertain to the specific exam.

You can also see the answers submitted by the student for the objectified questions (true/false, multiple choice, matching, etc.) and whether the system marked these answers “correct” or “incorrect”, as shown in the image below.

Grading Hint

Remember to use the “what’s new” feature to see which students have submitted work for grading so that you don’t have to click through the gradebook to locate the assignments.

Appendix C: Using the Dropbox

The Purpose of the Dropbox is to provide a central location where students can submit and retrieve assignments. Once you've graded and returned the assignments, the grade appears in the gradebook. Think of the Dropbox as a virtual "inbox" and "outbox" for course assignments:

- You pick up or retrieve submitted assignments from students in your inbox
- You return or send graded assignments back to your students in your outbox

The Dropbox, as noted above, is also linked directly to the gradebook, which makes it easy to open an assignment, grade it, and then record the student's grade directly into the gradebook – all from one place.

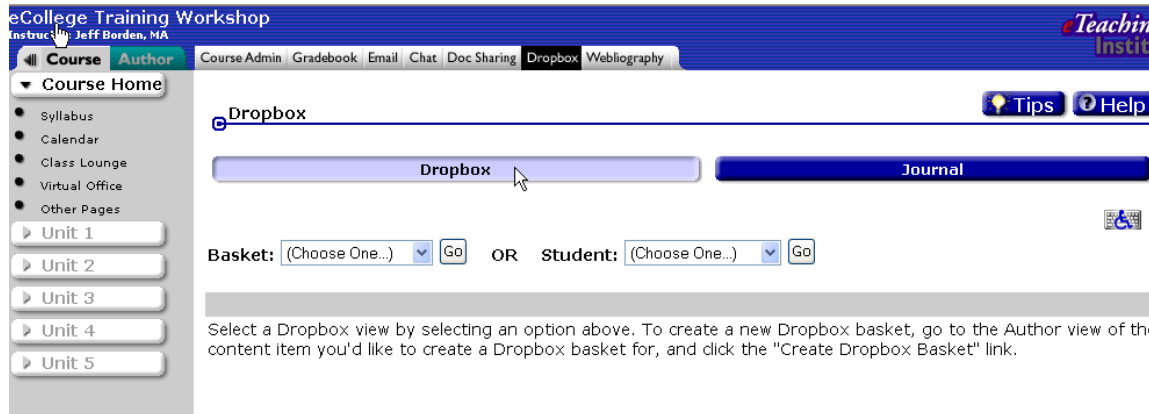
Students can open a graded item from either the Dropbox or from the gradebook and see their grade for that item. You can also attach files and documents to assignments when you return them to students.

Using the Dropbox

There are two ways to view and evaluate submitted assignments from students.

- The first way is to access the assignment from the gradebook, as covered in the previous tutorial.
- The second way is through the Dropbox tool. This is the main avenue by which students will submit assignments in the system, and students can be assigned grades from here as well.

The dropbox is accessed by clicking on the "Dropbox" tab at the top of the page, as shown in the image below.



In the above image, you will notice that there are a number of ways you can sort the inbox. If you already know which students have submitted an assignment for grading, you can sort by **student** option.

However, if you want to see an entire group of student assignments, you can sort by the **Basket** option, as shown in the image above.

As in the image below, you can see that sorting by assignment or "basket" reveals all students who have submitted work for that particular assignment.

Basket: Unit 2: Dropbox OR Student: (Choose One...) sort by: submit date | [author](#)

Dropbox | Unit 2: Dropbox

INBOX	Numeric Grade	Letter Grade	Return Select all	Date & Time
Pando, Ignacio	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:46 AM MST
Welch, Joe	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:45 AM MST
Stave, Melissa	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:44 AM MST
Beatty, Gerard	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:44 AM MST
Coffelt, Sabrina	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:44 AM MST
Storm, Lisa	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:43 AM MST
Sword, John	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:42 AM MST
Lagier, Jennifer	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:42 AM MST
Donegan, Jenny	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	23 Oct 03 11:41 AM MST

In the view above, you may also notice that one option is to assign a grade to the student without opening the actual assignment. You can also see which students have submitted an attachment by the attachment icon next to the student name.

Dropbox Hint

As the above image shows, instructors have the option of assigning a numeric and/or letter grade without accessing the students' actual assignment. This option should be used sparingly and only when the nature of the assignment warrants it. Most assignments require individual evaluation against the assignment rubric.

Assigning a Grade through the Dropbox

After you have located the assignments in the dropbox to be graded through the sort options, and you are ready to review and assign the assignments, simply click on the student's name in the dropbox list to open up the dialogue box in which you can assign grades, as shown in the image below.

As you can see in the image above, the attached assignment is also accessible simply by clicking on the attachment icon.

Dropbox Hint

As you can see above, this is the same dialogue box that is opened when you access the assignment through the gradebook. This is because the dropbox is tied to the gradebook and any grades assigned here will automatically populate in the gradebook.

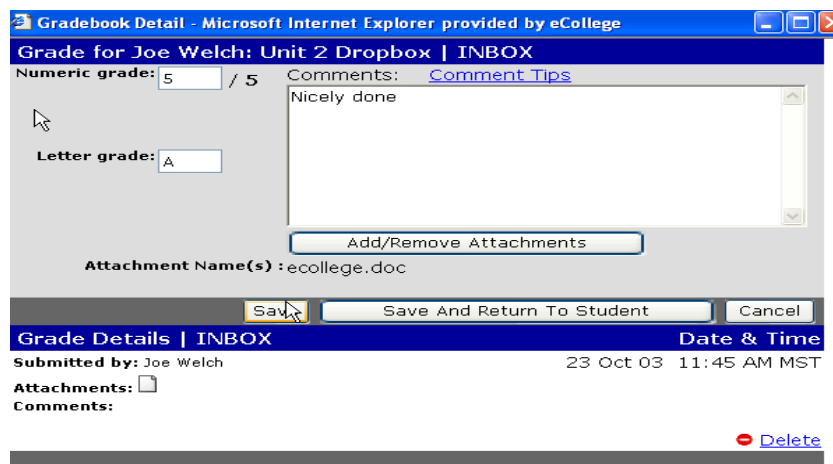
Most instructors want to add comments directly into the submitted assignment, therefore it’s always a good idea to save the file to your computer rather than just opening and reading it. This way you can then re-attach the revised document with your embedded comments to send back to the student.

However, you always have the option of opening the attached file and reading it without saving it to your own computer.

Best Practices Hint

Remember, that you will only be able to open those attachments that have been saved in the software you have, so it’s a good idea to be specific with your student about how they should upload files and what software they should use (i.e. Microsoft word, excel etc).

Once you are ready to grade the assignment, you can do so simply by going back to the dialogue box in the dropbox, as shown below, and assign a numeric and/or letter grade – as well as any comments. If you have saved the original file to your computer and made comments inside the document. You can also re-attach the file to return.



After you have assigned a grade for this assignment, make sure to click on “Save and Return to Student”; doing so, will automatically send the graded work to the student’s **inbox**.

Dropbox Hint

Remember that clicking “Save and Return to Student” will return the assignment to the student’s inbox, and move it to your outbox. Clicking on the “save” button will save the grade, but will not return the graded assignment to the student.

As you can see in the image below, by clicking “Save and Return to Student”, the student’s assignment is moved to your **outbox**. If the student were to go into their dropbox, the same assignment, with the grade, would be in the student’s **inbox**.

OUTBOX	Numeric Grade	Letter Grade	Date & Time
Pando, Ignacio	10	A	18 Oct 04 3:33 PM MST
Schumann, Sherry	5	A	13 Oct 04 2:07 PM MST

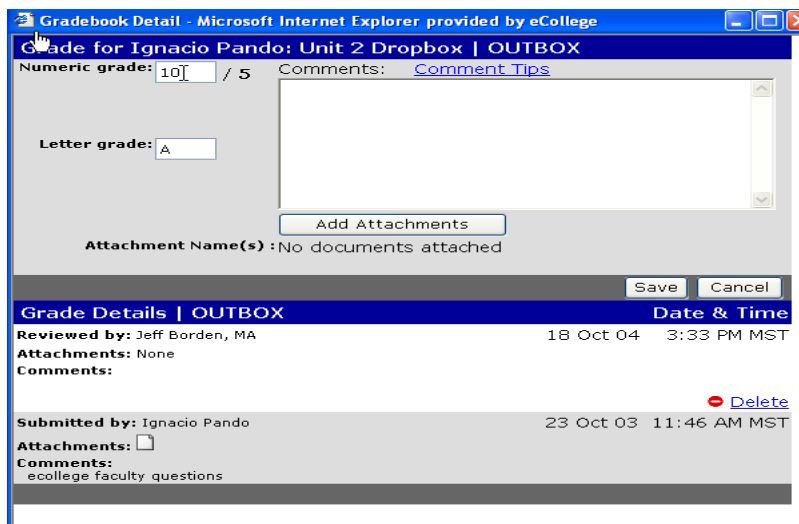
[Edit Dropbox Basket Name](#)
[Delete Dropbox Basket](#)

Dropbox Hint

Remember, even though you have assigned a grade, and the assignment is in your outbox you can still go in at any time and edit the grade.

One final thought. Remember that in viewing attached files in the dropbox, you have the option to save their attached file to your computer and then re-attaching it to return to the student with any comments embedded in the file.

Notice in the below image that by re-attaching a revised copy of the assignment when returning it to the student's "inbox" the system keeps both the original submission by the student, along with any subsequent attachments.



This is a good way to track any multiple revision efforts by students based on your feedback, as well as by demonstrating individual student performance and progress on individual assignments. Such a feature allows for a clearer, more comprehensive way of assessing overall learning and performance, and can be a valuable tool in your class.

Appendix D: Using the Journal and Webliography

The **Journal**, located inside the Dropbox tab, is a one-on-one, student-teacher communication tool. It also is a place for confidential student writing and reflection, as students have the option to make a Journal entry private.

The online Journal can be used like a traditional journal, requiring students to make regular entries reflecting on issues germane to a course. It may also be a place to ask students to submit informal assignments or weekly self-assessments.

The Journal tool allows instructors to comment on each Journal entry. In order for your students to distinguish your comments from their writing, it's a good idea to separate your writing in some fashion, such as by using brackets or dashes. If your comments are extensive and more global in nature, you may add a separate entry to the student's Journal.

Instructors who choose to use this tool in their course may want to suggest that students compose Journal entries offline, in their word processing programs probably, and then save their work to disk. They can then copy and paste their text into the Journal. Although this may seem like an extra step, your students will benefit in two ways:

1. They will have a record of their work after the course ends
2. Writing offline will save them possible frustration from losing work if they get timed-out of the course as they are writing.

Journal Hint

The system does not recognize typing as activity in the course. Only clicks on links register as activity, and if a student takes more than 45 minutes composing, s/he will be timed-out and will lose all the work composed during that time period.

Student Use of the Journal

The journal tool can be used for:

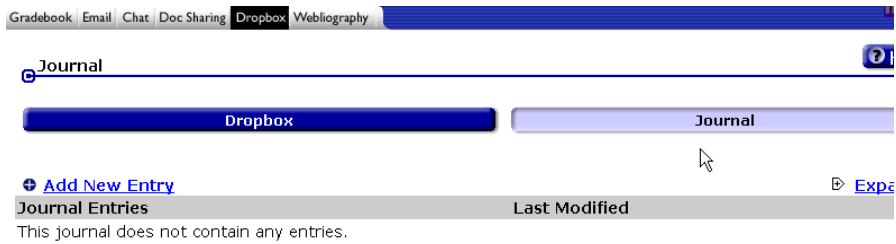
- Required journal assignments
- Personal student use

The first step in adding a journal entry is finding out whether the student will be entering journal entries as part of the course requirements. If it's for an assignment, be sure that all instructions for the assignment are clear and specific.

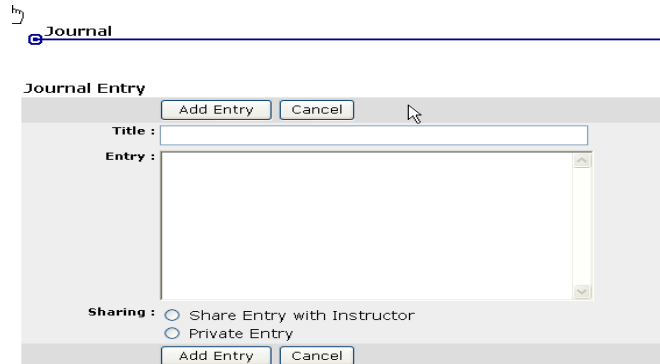
Journal Hint

Some classes have journal assignments built into the course curriculum, while others do not. If there are no required journal assignments in the course, the instructor may or may not require students to use the journal tool in the course. It is however, a good place for students to share informal writing pieces with the teacher.

Students access the journal through the “dropbox” tab on the top menu of the course. Once in the dropbox, students then select the “journal” tab, as shown below.



In order to add a new journal entry, students simply click on the “Add New Entry” link. A dialogue box then opens, with a simple text box for students to either paste their journal entry from a word document, or type the entry directly into the journal, as shown in the image below.



After students have entered the journal entry, they then select either “Share Entry with Instructor” to allow access to the journal for viewing, or “Private Entry” to maintain a personal private journal entry, as shown in the image above.

Journal Hint

*The journal entry functions are for simple text input, and so journals do not have formatting options such as italics, **bold** or underline features.*

Instructors also have access to comment on individual student journal entries as appropriate.

Webliography Use

The **Webliography** course tool allows instructors and students to work together to create an actively linked, annotated bibliography of World Wide Web sites relevant to the course.

Both instructors and students can submit sites to the Webliography, and the Webliography can be organized into categories and can be sorted by the following options:

- The date the entry was submitted
- Category
- The person who submitted the entry

The Webliography is useful for the instructor to post Internet sites that will be references during the course. You can post articles from online journals or magazines. There are sites that can give students incredible primary information: Yeats reading his own poetry, Kennedy delivering a speech, etc. This tool gives you something not readily available in the face-to-face classroom and can make learning more dynamic than the face-to-face classroom.

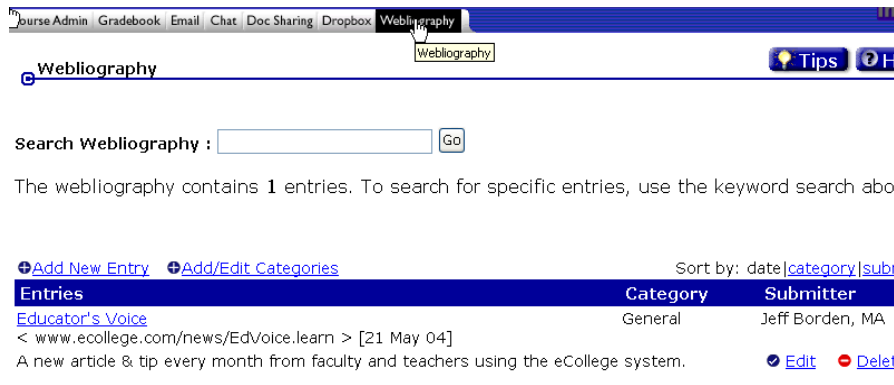
An even greater use of the Weblibliography is to ask your students to post Web sites. Students can greatly increase the knowledge capital of the course by submitting Web sites they have found and reviewed. But more importantly, this empowers them to contribute to the learning community of their course. Weblibliography assignments encourage students to customize their own learning by following directions that particularly interest them.

By writing annotations to the sites that they submit, students can begin to develop media literacy. Many instructors ask their students to address issues of a site's credibility in the annotations of Weblibliography entries. If students are asked to post sources they have used in their papers, possibilities of plagiarism are reduced.

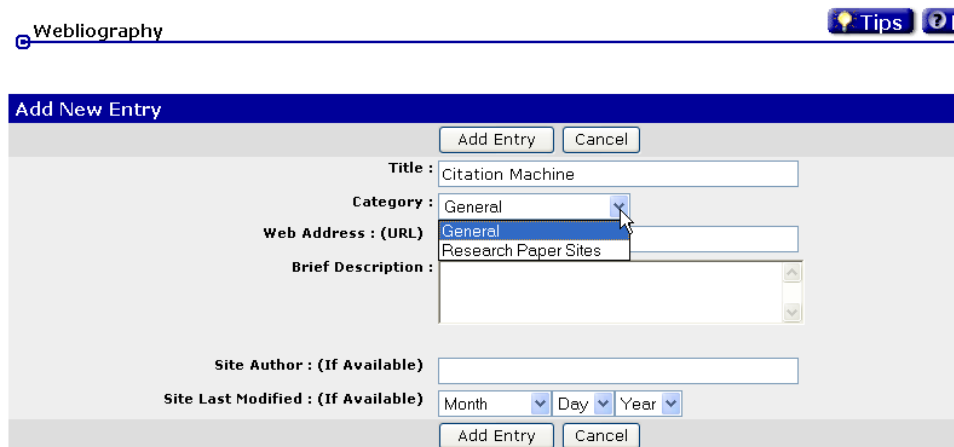
Weblibliography Use

To access the class Weblibliography, simply click on the “Weblibliography” link in the menu bar across the top of the screen as shown in the image below.

From this view, students and instructors can have access to any links that have been uploaded to the course. To upload a link, simply click on “Add New Entry” as shown below.



As the image below illustrates, there are several options when adding a link. All links can be given a title, assigned a category, a space for adding the URL address, a text box for a brief description of the website, and also “site author” and “site last modified” if available. To upload, simply click on “Add Entry”.



Weblibliography Hint

Instructors have the ability to create multiple categories within the Weblibliography tool. If no additional categories are created by the instructor, the "General" option will be the default category. Also, the "Site Author" and "Site Last Modified" options may not always be available, and can be left blank.

Once a website has been uploaded, it will appear on the Weblibliography page as shown below. Notice, that the page also shows who uploaded the site, and to which category the site has been assigned.

The screenshot shows the Weblibliography tool interface. At the top, there is a search bar labeled "Search Weblibliography:" with a "Go" button. Below the search bar, a message states "The weblibliography contains 2 entries. To search for specific entries, use the keyword search above." There are two navigation links: "Add New Entry" and "Add/Edit Categories". A "Sort by:" dropdown menu is set to "date". The main content is a table with three columns: "Entries", "Category", and "Submitter".

Entries	Category	Submitter
Educator's Voice < www.ecollege.com/news/EdVoice.learn > [21 May 04] A new article & tip every month from faculty and teachers using the eCollege system.	General	Jeff Borden, MA
Citation Machine David Warlick < www.citationmachine.net > [9 Jun 05] An APA and MLA citation creator	Research Paper Sites	Jeff Borden, MA

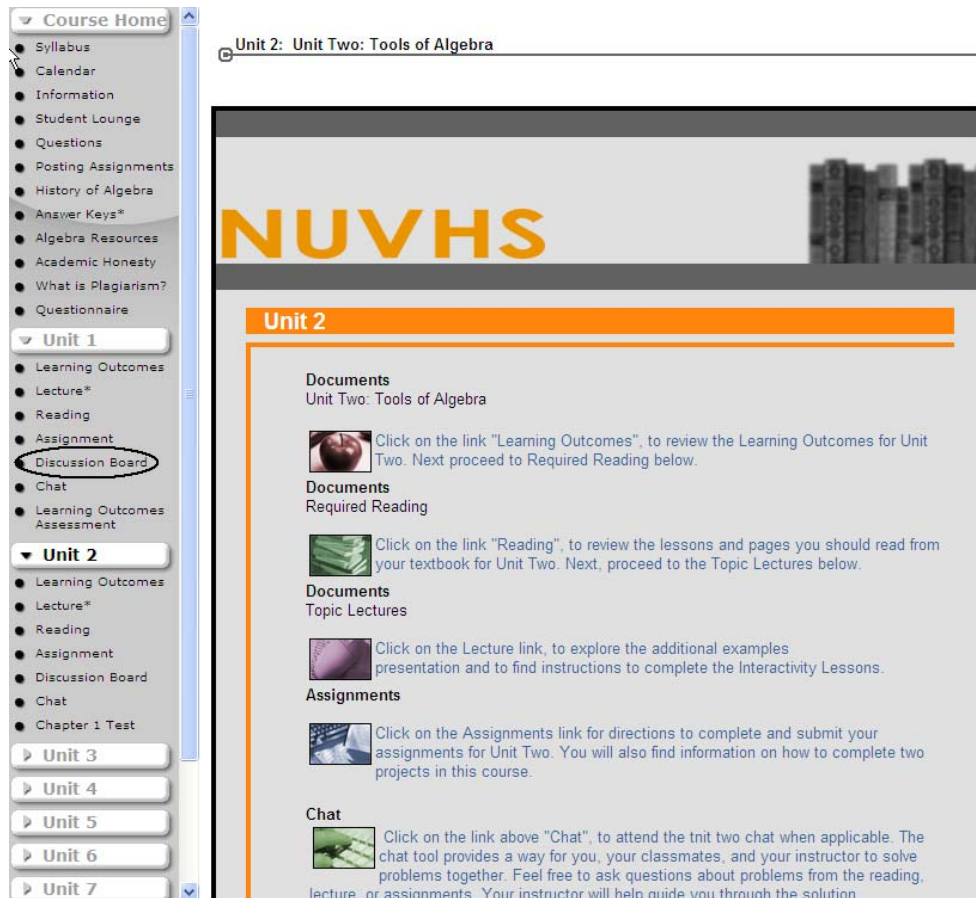
Weblibliography Hint

Only instructors have the ability to delete any sites that have been uploaded to the class. Students only have access to upload sites.

Appendix E: Posting to Unit Discussion Boards

Each unit of the course has a discussion board requirement. This discussion board provides to students topic related questions about the materials covered in the specific unit, and asks students to read the question prompt, and then write and post an answer to it. These discussion boards replicate classroom discussion about topics related to the course.

1. In order to post to a unit based discussion board, click on “Discussion Board” for the unit. Students will then be taken to the discussion board for that unit.



The screenshot shows a course website interface. On the left is a vertical navigation menu with a 'Course Home' dropdown and buttons for 'Unit 1' through 'Unit 7'. The 'Discussion Board' link under 'Unit 1' is circled. The main content area is titled 'Unit 2: Unit Two: Tools of Algebra' and features a large 'NUVHS' logo. Below the logo, there are sections for 'Documents', 'Required Reading', 'Topic Lectures', 'Assignments', and 'Chat', each with a small image icon and a text description.

2. Students will then be taken to the discussion board for that unit and will see the Unit Discussion question. After reading the question, students then click on “respond” as indicated below to respond to the question.

Answer the following questions in your folder. Make a heading with the week number and number each problem. You may want to leave space to add information you learn from others. **Then post your answers on the discussion board.** To do this, find the questions for the correct week, and enter your answers. Your answers should have some work or explanation with them, not just the final answer. You should check back often to see how others respond!

(15 points - 3 per question)

1. Solve the equation your classmate left before you, then leave a new equation for another classmate. (If you are the first to respond, solve $6(n-4) = 3n$.)
2. What is the difference between an "and" versus an "or" compound inequality.
3. A jar contains 30 red marbles, 50 blue marbles, and 20 white marbles. Find the probability your classmate left before you. Then, leave a new probability for another classmate to find, you can use the word or, ex P(blue or white). (If you are the first to respond, find the probability of reaching into the bag and pulling out a red marble.)
4. When graphing an inequality, how do you know if your boundary point should have an open circle or a closed circle?
5. How do you remember which absolute value inequality turns into which compound inequality?

[+ Respond](#)

[Expand All](#)

[Show Options](#)

sort by: [response](#) | [author](#) | [date](#) | [read](#) | [unread](#)

3. When click on respond a dialogue box opens up and students type or copy and paste their answer into the text box.

Week 2

Answer the following questions in your folder. Make a heading with the week number and number each problem. You may want to leave space to add information you learn from others. **Then post your answers on the discussion board.** To do this, find the questions for the correct week, and enter your answers. Your answers should have some work or explanation with them, not just the final answer. You should check back often to see how others respond!

(15 points - 3 per question)

1. Solve the equation your classmate left before you, then leave a new equation for another classmate. (If you are the first to respond, solve $6(n-4) = 3n$.)
2. What is the difference between an "and" versus an "or" compound inequality.
3. A jar contains 30 red marbles, 50 blue marbles, and 20 white marbles. Find the probability your classmate left before you. Then, leave a new probability for another classmate to find, you can use the word or, ex P(blue or white). (If you are the first to respond, find the probability of reaching into the bag and pulling out a red marble.)
4. When graphing an inequality, how do you know if your boundary point should have an open circle or a closed circle?
5. How do you remember which absolute value inequality turns into which compound inequality?

Your Response

Response :

First Name :

Last Name :

Attachment :

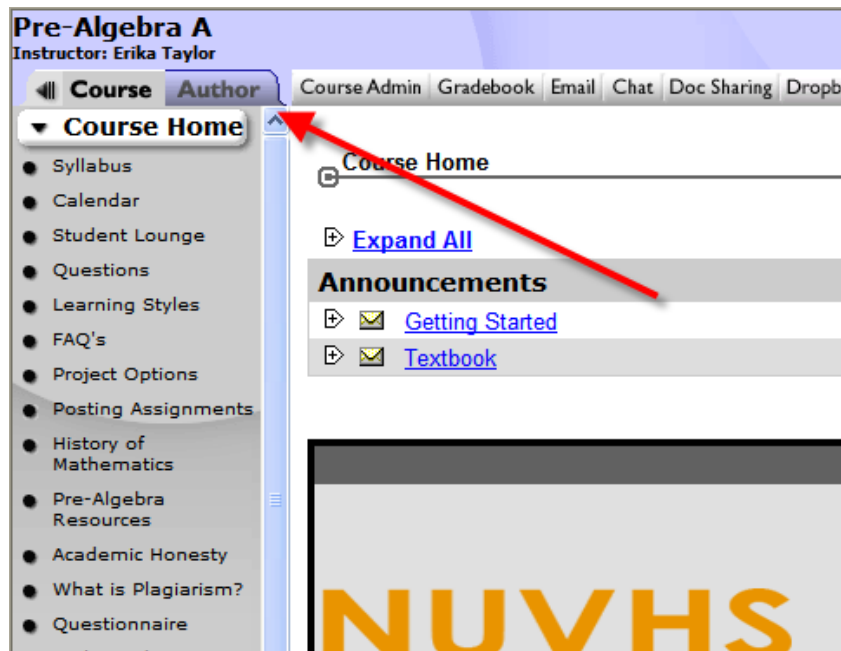
When students are ready to post, they simply click post and their comment will appear for the rest of the class to read and respond to in the threaded discussion.

Appendix F: How to Reset Exam Dates

1. Log into your online course through www.myonlinelogin.com and click on the “courses” tab. Click on the blue link to enter your course where you’ll see a course home page similar to this one:



2. Click on the “Author” tab in the upper left hand corner of your screen as seen here:



3. Now click “unit 1” the left

on the button in hand navigation:

Pre-Algebra A
Instructor: Erika Taylor

Course Admin | Gradebook | Email | Chat | Doc Sharing | Dropbox | Webliography

Course Home

- Syllabus
- Calendar
- Student Lounge
- Questions
- Learning Styles
- FAQ's
- Project Options
- Posting Assignments
- History of Mathematics
- Pre-Algebra Resources
- Academic Honesty
- What is Plagiarism?
- Questionnaire
- Daily Student Responsibilities

Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6
Unit 7

Exit Course Logout

Course Home

Edit Course Home Add New Unit Add Content Item File Manager

Edit Course Home

Add New Announcement Expand All

Announcements	Submitter	Start Date	End Date
Getting Started	Kimberleigh Kopp	3 Aug 09	30 Jan 10
Textbook	Kimberleigh Kopp	3 Aug 09	30 Jan 10

Introductory Information

Save Changes

Course Introduction :

4. Click the link for the Unit 1 Quiz:

Pre-Algebra A
Instructor: Erika Taylor

Course Admin | Gradebook | Email | Chat | Doc Sharing | Dropbox | Webliography

Unit 1: Unit 1

Edit Unit Info Add Content Item Reorder Content Items Delete Unit

Edit Unit

Schedule : This Unit is not scheduled on the calendar.
Access to this Unit is not controlled by dates.
[Edit Schedule](#)

Save Changes

Title : Unit 1
 Use Title as navigation bar text instead of Unit Heading (rec. limit = 13 characters)

Introduction : (optional)

5. Click on the "Toolbox" button along the top of your screen:

Pre-Algebra A
Instructor: Erika Taylor

Course Admin | Gradebook | Email | Chat | Doc Sharing | Dropbox | Webiography

Unit 1: Unit 1 - Quiz

Exam Builder | **Toolbox** | Test Banks

Edit Quiz
Title & Introductory Text : Add/Edit the assessment's title and introductory text by clicking the link below. The title and introductory text will appear at the entrance to the assessment.
[Edit](#)

Page: 1 [Edit Page 1](#) [Add New Page](#)

[Preview Exam](#)
[Preview Graded Exam](#)
[Exam Statistics](#)

Assessment Page 1
Add: New True/False Question as row 16 [Add](#)

[Expand All](#)

Row		Move To
1.	MC 1. The variable p represents Jack's age. Which word phrase represents the variable expression $6p+1$?	row <input type="text"/> <input checked="" type="checkbox"/>
2.	MC 2. Dave has 10 more marbles than Emma. Emma has m number of marbles. Write a variable expression for the number of marbles Dave has.	row <input type="text"/> <input checked="" type="checkbox"/>
3.	MC 3. What algebraic expression represents 5 times the sum of 12 and a number?	row <input type="text"/> <input checked="" type="checkbox"/>

Exit Course | Logout

6. Notice that the exam view date automatically defaults to the last date of the term. Click on "Edit Schedule" to change this date:

Pre-Algebra A
Instructor: Erika Taylor

Course Admin | Gradebook | Email | Chat | Doc Sharing | Dropbox | Webiography

Unit 1: Unit 1 - Quiz

Exam Builder | **Toolbox** | Test Banks

Quiz Toolbox

Schedule :
[Edit Schedule](#) This Quiz is currently not being displayed on the calendar. Access to this Content Item is controlled by the course start and end dates. It can be reviewed in the gradebook on 01/30/2010

Preferences :

Exam Type: Students may only take the exam once
 Students may re-take the exam

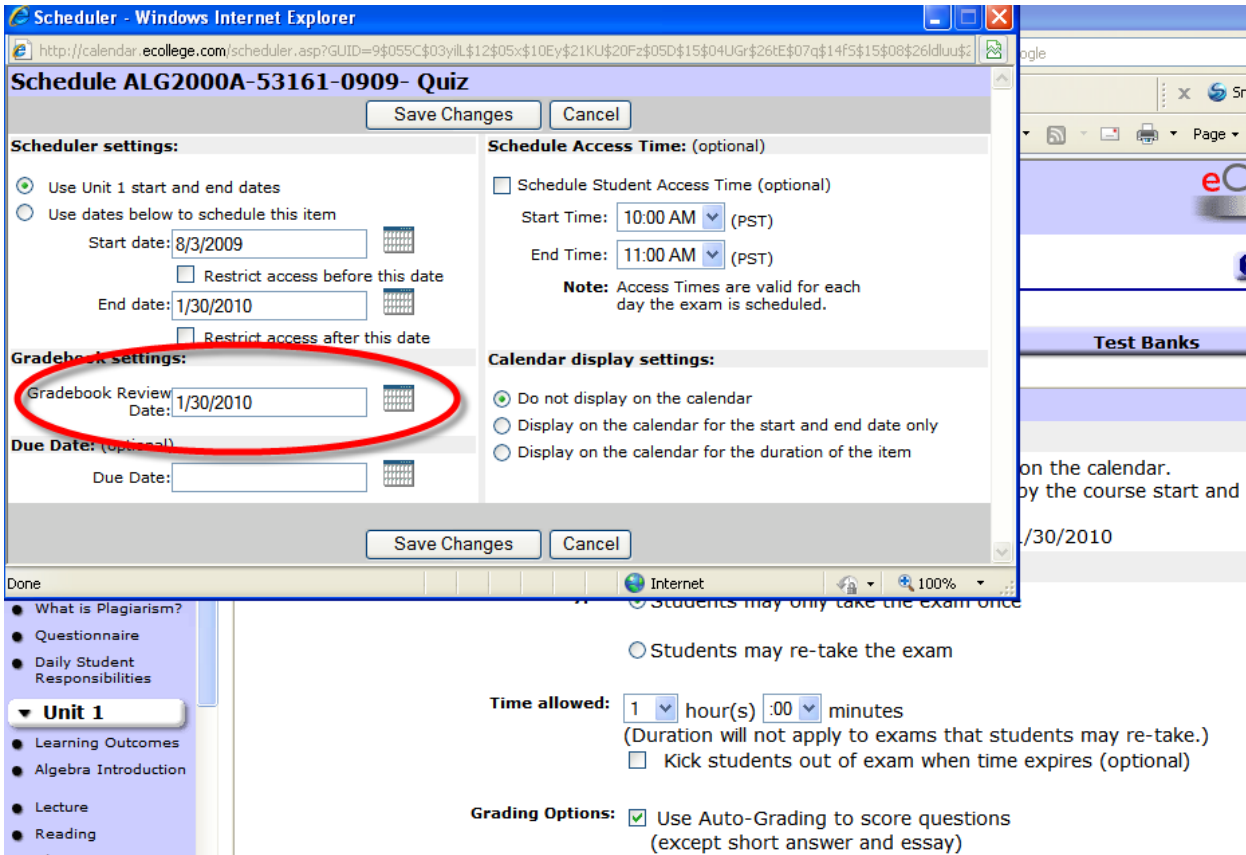
Time allowed: 1 hour(s) :00 minutes
(Duration will not apply to exams that students may re-take.)
 Kick students out of exam when time expires (optional)

Grading Options: Use Auto-Grading to score questions (except short answer and essay)
 Automatically display objective score of a finished exam to students in the gradebook
 Display Auto-Grading Quick Summary to students upon submit

In the Gradebook, display the following to students:

Exit Course | Logout

7. In the area that says “Gradebook review date” update this information to today’s date and click “Save changes”:



8. Be sure to repeat this procedure for every quiz in each unit (don't forget midterms and finals!)



Confidentiality Statement and Acknowledgement of Status as Mandated Reporter

I acknowledge that I have been fully advised of my obligations to preserve as confidential, and not to reveal to anyone or use for myself or anyone else, any financial, personal or any other confidential matters learned by me during, or by any reason of, my employment with National University Virtual High School.

I further acknowledge that I have been fully advised of my obligations to preserve as confidential during my employment with the Virtual High School, any and all confidential information which I have learned from previous employers or other persons or organizations prior to my employment with the Virtual High School, or may hereafter so learn, and that I will not disclose or use any such information during my employment with the Virtual High School, unless, and to the extent, expressly permitted by the employer, person or organization from which I obtained such information.

I acknowledge that as a mandated reporter I am responsible for reporting any incident where I know or reasonably suspect that child abuse has occurred (Penal Code 11166). I shall immediately report the incident directly to the appropriate authorities (for more information contact National Clearinghouse on Child Abuse and Neglect Information at 1-800-394-3366).

I acknowledge that I have been fully advised of my obligations to adhere to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. I am responsible for the security and confidentiality of the student and/or personnel records or other confidential materials with which I come in contact, whether electronic or paper.

No official record or report, or copy thereof, may be removed from the office where it is maintained, except in the performance of my assigned duties. Violations of this code must immediately be reported to my supervisor.

I understand that any contravention of the aforementioned will be grounds for termination of my employment with National University Virtual High School.

EMPLOYEE'S NAME (Please Print) _____

EMPLOYEE'S SIGNATURE _____ Date _____