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INSTRUCTOR MANUAL

TAACCCT GRANT 2014-2015
ACCELERATED TRAINING PROGRAMS



Equal Opportunity

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Instructor – Your role

You have been selected to teach in an exciting, innovative program that is fully online, and allows students to progress at an accelerated pace based on their level of competency. Instructors serve the role of subject matter experts who assist students as they engage in specific areas of the Computer Systems Specialist curriculum.

Instructors should be knowledgeable and able to address issues related to the course, learning resource content, or assessments providing students with the necessary support to help them develop competency in a particular area of study. The type, length, and intensity of instruction varies based on each course and the student's needs.

Your online course has been developed by subject matter experts who have experience in both teaching and developing online curriculum, and is ready for you to deliver. With just a minimum amount of personalization on your part, the course is ready for students.

Partnership with your Students

As an instructor you are responsible for responding to student's submission of assessments, assignments and discussion topics and questions in a timely manner. You should communicate professionally and share a passion for the content in an effort to keep our independent self-directed students motivated.

Partnership with Academic Coaches

Once students begin your course you should collaborate and maintain a positive working relationship with the Academic Coaches to insure student success. Instructors should provide Academic Coaches with course information so they can work with the student in setting up a specific study plan and goals to accomplish in order to successfully pass the course. Use the User Progress feature in D2L to identify at-risk students and provide the designated academic coach with this information to insure student competency and progress.

Essential functions and responsibilities:

1. Send an email in D2L welcoming them and introduce your students to the course.
2. Monitor students' academic progress and give feedback on areas to concentrate.
3. Communicate with students and facilitate course progress.
4. Communicate with the academic coach to insure student success.

Accelerated IT Training Programs

The ATP is designed to prepare the student for the growing business market of microcomputer applications, Internet, security, programming, networking, and troubleshooting.

Industry Certifications

- MTA Windows Security Fundamentals
 - MTA Windows Server Admin Fundamentals
 - A+ Certification
 - Server+ Certification
 - Microsoft Office Specialist – Excel
 - CIW Internet Business Associate Certification
- MTA Windows Networking Fundamentals
 - MTA Windows OS Fundamentals
 - Network+ Certification
 - Security+ Certification
 - Microsoft Office Specialist - Access
 - CIW Site Development Associate Certification

Technical Certificates

IT Support Specialist		IT Analyst	
CGS 1060C Computer Literacy or CGS 2100C Computer Applications	3	CGS 1060C Computer Literacy or CGS 2100C Computer Applications	3
CTS 1133C A+ Essentials	3	CTS 1133C A+ Essentials	3
CTS 2131C A+ Practical	3	CTS 2131C A+ Practical	3
CET 2486C Networking Technology	3	CET 2486C Networking Technology	3
CET 2742C Advanced Networking	3	CET 2742C Advanced Networking	3
CTS 2383C Managing a NOS	3	CTS 2383C Managing a NOS	3
Total Credits	18	CTS 2120C Security+	3
		CIS 1513C Project Management	3
		Total Credits	27

Associate of Science Degree

Computer Systems Specialist AS			
CGS1060C Computer Literacy OR CGS2100C Computer Applications	3	EVR1009 Environmental Science	3
ENC1101 Composition	3	CET2486C Networking Technology	3
CGS1510C Electronic Spreadsheet	3	CET2742C Advanced Networking	3
CGS1540C Database Management	3	ECO 2013 Micro Economics	3
CGS1557C Internet Site Design	3	CTS2383 Managing a Server NOS	3
MAC1105 College Algebra	3	CTS2120C Security+	3
CIS1000C Intro to Computer Science	3	PHI2600 Introduction to Ethics	3
COP1334C Intro to C++ Programming	3	CTS1106C UNIX	3
CTS1133C A+ Essentials	3	SPC1024 Intro to Speech Communications	3
CTS2130C A+ Practical	3	CIS1513C Project Management	3
Total Program Semester Hours			60

The Learning Process

Some aspects of the fully online, competency based student experience will be quite similar to what a student would expect at any college. Students will study, write papers, complete assignments, and take tests. Students will interact with fellow classmates and faculty (although at a distance rather than in a classroom). Other aspects are quite different, and your participation is essential for student success.

Students will focus on demonstrating competence, we will require students to complete a challenge assessment at the start of each course. You must respond to the student's submission giving them detailed feedback on which areas they will need to focus to develop competence—proof that they understand concepts and can translate this understanding into usable knowledge and skills.

Often, we find that adult students have already developed many of the competencies they need for degree completion. So instead of making students attend classes, we ask them to prove their knowledge through assessments. Here are some examples of assessments from various courses:

- Assignments involving problem-solving (e.g. math, science, information technology, etc.)
- Computerized exams consisting of multiple-choice, matching, or other question types (e.g. Mathematics)
- Hands-on training using simulation software to practice skills learned.

A Structured Sequence of Courses

Course Challenge

Each course begins with a required Course Challenge Assessment, this allows the student to test their competency in the specific course material. If they pass this assessment with a score of 81% or better, the student has the option to proceed directly to the Course Evaluation, or if they feel they want to access the learning resources, they may choose an option that will still allow them to interact with the modules.

If the student does not pass the Course Challenge Assessment, they are automatically given access to the Section Modules and all of the learning resources. The instructor must review the students' performance on the Course Challenge Assessment and give detailed feedback on the areas where competencies were not met. This feedback should also be shared with the student's academic coach.

Course Evaluation

Each course is made up of Sections and Modules with a consistent layout to organize the learning process. Some courses could have one Section, other courses could have more than one Section, depending on the amount of material to be covered. For each Section in a course, the student must take a Section Evaluation, a not-proctored exam that determines competency has been met for that Section. Student have to pass Section 1 Evaluation to get access to Section 2 learning materials.

A student must demonstrate mastery of all competencies through a series of assignments, labs and assessments before authorization is given to take the proctored Course Evaluation. Course Evaluation is an objective assessment. Depending on the course content, a Course Evaluation may include one or more assessment instruments (objective and/or skills based). These are proctored exams, which are taken after students have either passed a low-stakes challenge exam to determine their level of competency or have

worked their way through the learning resources to gain competency. The course instructor along with the academic coach will determine when the student is ready to take the Course Evaluation.

A student will not be allowed to proceed to the next Section until a successful score (81% or better) has been achieved. The student has only two allowed attempts for each Section Evaluation, and must have the approval of both the course instructor and their academic coach to schedule the second attempt.

Passing the final Course Evaluation in any course certifies completion of that course and the student earns the allotted credits assigned to that course.

Delivery and Grading of Course Content

Broward College uses projects, labs, assignments and exams, and performance assessments to determine a student's competency and readiness to attempt the Section/s Evaluation.

Once a Course Evaluation has been taken, the submission is graded fairly and consistently based upon the grading rubrics supplied within the course shell. Grading can take up to three days; once the assessment has been released to students they are able to see their score and you can provide a copy of the grading rubric for their review. At that time, they can see if they have passed the assessment based upon the rubric, or if they need to revisit some areas to gain competency and then be reassessed. Students also typically meet with their academic coach at this time to discuss their weaknesses and where they need to spend more time on the material.

Pace Charts

Students may take advantage of what they already know. After all, their progress is determined by whether they can "prove" they know the material. If they can prove it sooner than later because of prior experience and education, perfect! They'll be able to draw upon this experience to complete assessments faster, ultimately saving both time and money.

Students have the opportunity to complete their courses in the time frame they choose. In each course there will be a recommended (4 week) Pace Chart to complete that course. There will also be a longer time period (16 week) pace chart for those students take multiple courses simultaneously, and who might need more time to absorb the material. Student may finish in a shorter period if they have already mastered many of the competencies for that course. When a student is registered in your course you must keep the student on track with the pace chart they have committed to.

Grade Methodology

- Satisfactory (S): Certifies successful completion of a course of study. The student has demonstrated the required competencies by passing the Course Evaluation with a score of 81 % or better, the grade equivalent of B or better or 3.00 grade points on a 4.00 scale.
- Unsatisfactory (U): Indicates that a student failed to complete a course of study in the time allotted. To meet program requirements, the student generally re-enrolls for the course of study in a subsequent term.

The College calculates a grade point average (GPA) on a Pass grade equivalent to a B, and a Unsatisfactory (U) grade equivalent to an F. One competency unit is the equivalent of one semester hour credit of learning in traditional grading systems. Grades are updated on the student's transcript upon completion of a course of study, but courses of study in progress will not show on the transcript until the end of a term. The students GPA will not be impacted by grades earned in the ATP course(s).

Teaching Your Accelerated Course in D2L

Using Templates

The templates for your course were designed by one of Broward College's expert online instructional designers to give a standard structure with a consistent look and feel to each course. The purpose is to minimize the amount of training the student must complete to become familiar with the learning process in D2L. After the student has completed the first couple of courses in this program, they will become familiar with the standard structure in each course, which will allow for even greater acceleration through the course.

Your Course Content Is Ready

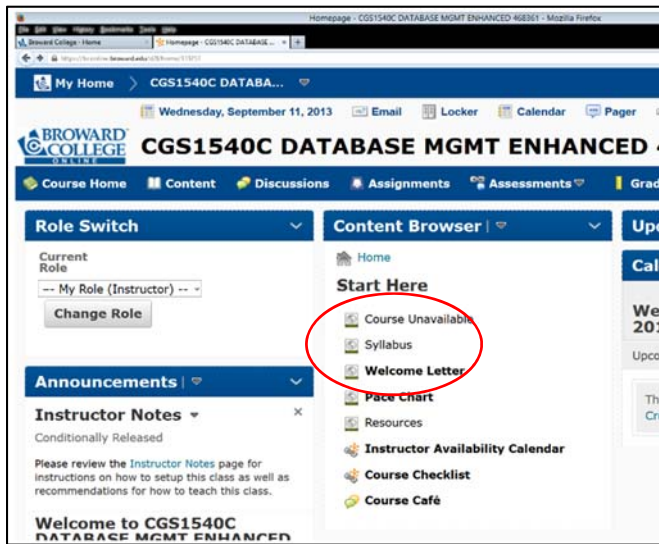
Your online course has already been created with all of the course content and is ready for you to begin teaching. It was developed by two different teams of developers, one for content and one for assessments. They are subject matter experts who have experience in both teaching and developing online curriculum.

You must not delete, add or change the structure within the template as it will affect the functionality of the Grade Book and Release Conditions. Any request for changes should be submitted to the TAACCCT Grant Office to be forwarded to the developers.

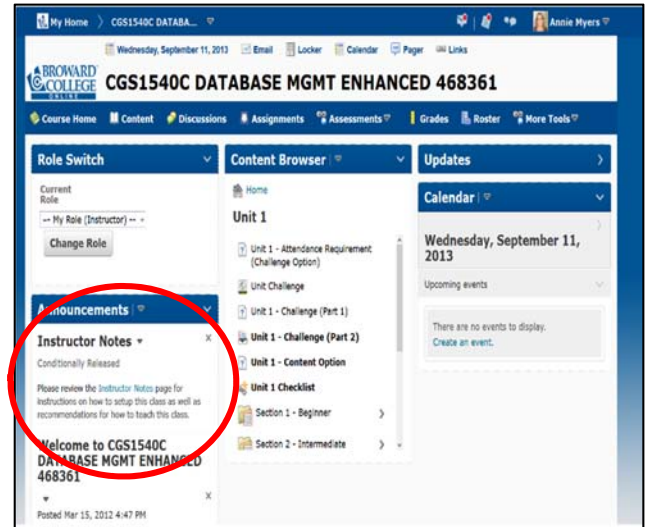
The templates are updated by the developers periodically, therefore it is essential that each time you teach this course you should thoroughly review the content so you are familiar with both the structure and the curriculum and learning resources presented. There are change logs under the Announcements on the title page in D2L detailing changes made to the course shell.

There is an Instructors Notes (see image below) section in D2L that contains useful information that will help you prepare and deliver your course. There are a few areas in the template for you to customize and personalize with your contact information. They are as follows:

1. The Syllabus found in the Start Here section, should be updated with the correct Reference Number, and your Contact Information.
2. The Welcome Letter should be updated with your bio information and a recent picture.

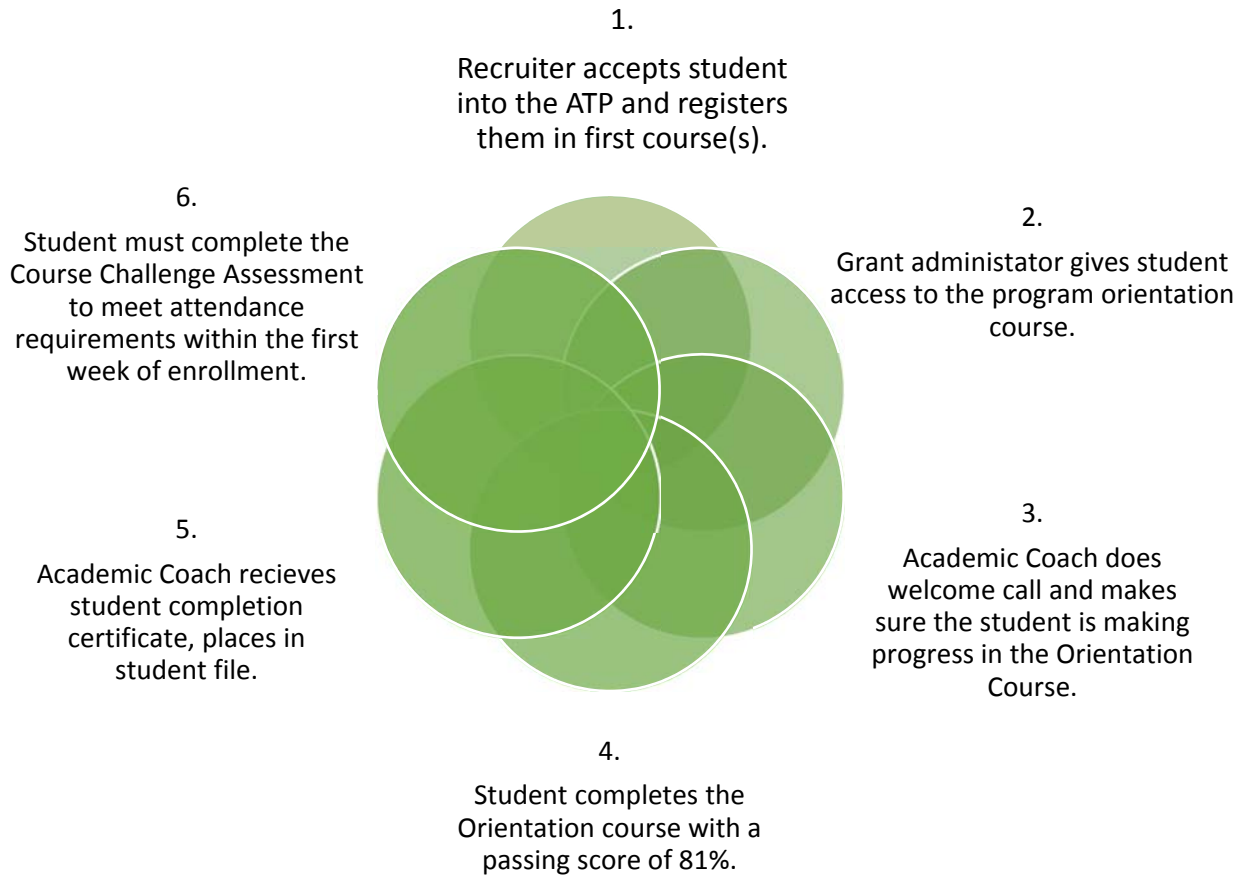


Syllabus



Instructor Notes

Registration and Course Access for Students



Academic Coaches

1. Students must have completed the Program Orientation Course, you must confirm that all required elements have been completed:

- ✓ Discussion
- ✓ Assignment
- ✓ Program Quiz

2. Call Grant Administrative Assistant ext. 7521 (Wendy) and request the student be registered in the next sequential course. Follow up with an email please copy the Grant Team on this email (Olivia Sarson)

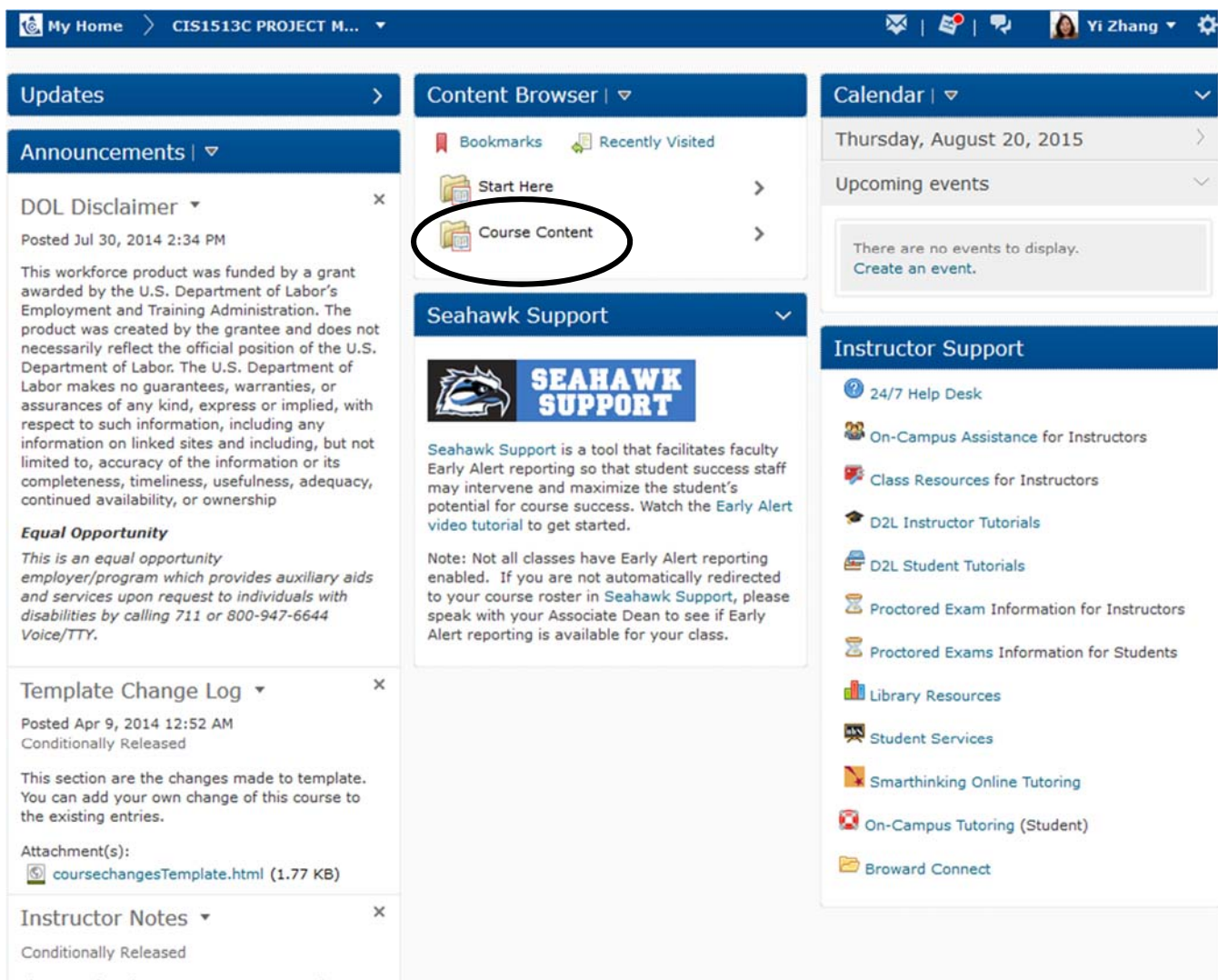
3. Grant Administrative Assistant will email the Instructor of that course to let them know they have a new student starting in that course. She will also cc the Academic Coach and the Grant Team.

Grant Administrator

1. Receives a request from the Academic Coach to enroll student in course.
2. Using CID, the student is enrolled in requested course(s).
3. Compose email to course Instructor advising them of students added to the course. Sends cc to Academic Coach and the Grant Team.

Course Instructor – Student Enrollment in D2L

1. As stated above, when a student is registered in CID, they are automatically added and have access to the Start Here Folder and the Course Content Folder, see Figure 1.



2.
When
the

student selects the Course Contents folder, they only have access to the Start Here Module and the Course Challenge Instructions and the Course Challenge Assessment – they must complete this to gain access to the rest of the course content and before the student can move forward.

Course Challenge Assessments

Course Challenge Assessment

1. When a new student is entered in your D2L course, you will receive an email generated when the student logs in for the first time and we recommended you send a “Hello” email and guide them to read through the Start Here Section where they can find information to get started and instruct them on taking the Course Challenge Assessment.
2. For attendance reporting purposes, all students must take the Course Challenge Assessment, it is the first Topic listed in Course Content, and it is the tool used to verify student attendance. You will also receive an email when the student completes the assessment letting you know if they passed it or not.
3. Some of the Program’s Course Challenges may have multiple parts to the assessment, the Instructor must check the Course Files for Instructions and Answer Keys.

Not Passing the Course Challenge Assessment

Course Content

If the student does not pass the Course Challenge Assessment, then the learning materials in each Section/Module will be released, and the student will be expecting feedback from the instructor on which areas to focus based on the results of the assessment. In our competency-based model, the student **only** needs to interact with the material they are not competent with. **None of the learning resources (assignments, discussions, quizzes) are required**, but are recommended to prepare for the Course Evaluation. After the student has utilized the course materials and feels confident in having mastered the competencies for each module, they may contact their academic coach and the instructor so they may proceed to the Unit Evaluation.

Taking the Course Evaluation

Course Evaluation

1. Once the student has taken the Challenge and passed it with a score of 81% or higher, or they have accessed the course learning resources and have prepared themselves, they are eligible to take the Course Evaluation, which is a proctored test.
2. The Course Evaluation Instruction sheets are provided in the Course Files for the Instructor, Proctor, and the Student. The instructor information file will give detailed instructions on how the Exam is structured (1 part or 2 parts) and directions for the proctor and student.
3. The Instructor and student will coordinate the location of an Approved Testing Center. Local Broward students may schedule their testing at Central and North campuses or utilizing the online proctored testing service Proctor U.
4. Central campus and Proctor U already have the instruction for the students and the proctors. For North Campus, instructors must verify that the North Testing Center receives the instructions for both the proctor and the student. Information can be emailed to: eTesting@broward.edu
5. The student must make the arrangements pertaining to dates and time and location with the testing center.
6. The Instructor will complete the grading within 3 days.

Course Evaluation Report

Course Evaluation Reports are required when your students attempt to take a Course Evaluation. We must have evidence from the instructor that the student has demonstrated competency at 81%, and this report is extremely important when a student test out of your course (passing the challenge and evaluation without seeing the course content). The report is available inside D2L for your use, you can find it under File Management, and open up Start Here folder. It is a PDF report, just type in the fields, save it and send it to the Academic Coaches (Stephanie Garcia, Jaclen Milo and Wendy Godard) when it is completed.

Checklist – Keeping your Students on track

Getting Started

- Review course materials, learning resources
- D2L - Update your Syllabus with your info
- D2L - Update your Welcome Letter
- Welcome your students, email etc.
- Make sure student take Course Challenge
- Send student feedback form on Course Challenge

Weekly Updates

- Track student progress
- Resource/help needed
- Communicate with students' Academic Coach
- Follow up all communication with emails

End of Term

- Schedule Course Evaluation with Student
- Give Course Evaluation Instructions to the Proctor
- Give Course Evaluation Instructions to Student
- Review student Course Evaluation and send Feedback form
- Verify Satisfactory (S) vs. Unsatisfactory (U)
- Finalize grades on Broward Connected

TAACCCT Grant Office Contact Information

Program Manager – Olivia Sarson ext. 7248	Administrative Assistant – Wendy Godard ext. 7251
Jackie Milo – Academic Coach ext. 7270 Alternate 754-307-7503	Stephanie Garcia – Academic Coach ext. 7258 Alternate 954-228-5172
Yi Zhang – Instructional Designer ext. 7276	Scott Cuthbert– Instructional Designer ext. 7272

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