



Blended Learning Guidebook

A Guide for Teaching and Learning in the Blended Environment
at DeVry University

August 2009

Version 2.02

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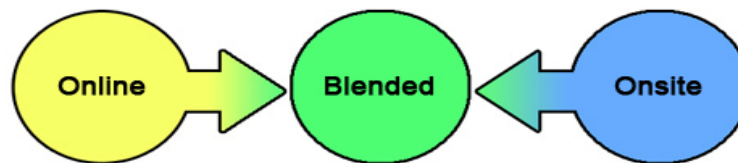
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WHAT'S NEW IN VERSION 2.02

- Forward includes the Mission, Purpose, Vision and Values of DeVry.
- Expanded Introduction, Background, Definitions, Qualities that Exemplify the Blended Instructional Model at DeVry University.
- Position of the Common Course Shell in a Blended Course
- Teaching in the Blended Environment: The Preparation, In Class, Follow-Up Cycle
- Specific Guidelines for Instructor Individualization and Customization of the Course Shell, including ways in add in the in-class activity component, and layering in additional course content as needed.
- Reorganized and expanded Q&A with guidelines specific for Blended delivery.
- Six appendices include additional sections and resources

... Watch for the Best Practice Section in Version 3.0!



FORWARD

DEVRY UNIVERSITY MISSION AND PURPOSES

The mission of DeVry University is to foster student learning through high-quality, career-oriented education integrating technology, science, business and management, and the arts. The university delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population. DeVry University seeks to consistently achieve the following purposes:

- To offer applications-oriented undergraduate education that includes a well-designed liberal arts and sciences component to broaden student learning and strengthen long-term personal and career potential.
- To offer practitioner-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy.
- To provide market-driven curricula developed, tested, and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and other educators.
- To continually examine the evolving needs of students and employers for career-oriented higher education programs as a basis for development of additional programs.
- To promote teaching excellence through comprehensive faculty training and professional development opportunities.
- To provide an interactive and collaborative educational environment that strengthens learning, provides credentialing opportunities, and contributes to lifelong educational and professional growth.
- To provide student services that contribute to academic success, personal development, and career potential.
- To serve student and employer needs by offering effective career entry and career development services.

ACCREDITATION AND ASSESSMENT

DeVry University is accredited by The Higher Learning Commission of the North Central Association (NCA). As a leader in business and technology-based higher education, DeVry University is committed to a process of continuous quality improvement at both the programmatic and classroom levels.

THE PURPOSE, VISION AND VALUES OF DEVRY UNIVERSITY

Education has become a prerequisite for meaningful careers. The technological advances that enhance our daily lives have also profoundly impacted nearly every employment field, making higher education –once a luxury –an essential step in a successful career path.

With this in mind, DeVry University provides career-oriented, technology-based education to high school graduates, working adults and industry professionals. DeVry University offers curricula in accounting, business, computers, electronics engineering technology, information technology, technical management, telecommunications management, network management, and health information systems. The liberal arts and sciences, technology and business are integrated into each program.

PURPOSE

Our purpose is to empower our students to achieve their educational and career goals.

VISION

DeVry will become the leading global provider of career-oriented educational services. We will create value for society and all our stakeholders by offering:

Superior, responsive educational programs, that are
Supported by exceptional service to students, and
Delivered with integrity and accountability

VALUES

In striving to accomplish our vision and meet the needs of our students, we share the following TEACH values and behaviors:

Teamwork and communication

- Focus on team success over individual success
- Express new ideas and challenge the status quo
- Recognize that when issues arise, we work the issue, not the person
- Communicate with candor and openness

Employee focus

- Treat every colleague with respect
- Ensure the right people are in the right roles
- Enable colleagues to achieve their full potential
- Maintain a culture that supports and thrives on diversity

Accountability and integrity = ownership

- Hold ourselves accountable for student outcomes and for achieving results, with integrity, ethics, and sound judgment
- Own the results, even if we do not control every aspect of the process
- Act like a small business owner, speak up, and drive results
- Focus on how we can get the job done, not why we cannot

Continuous improvement

- Embrace reality
- Make decisions based on data, not opinion
- Foster change and agility
- Take appropriate risks; not every initiative will work – if it does not, learn from it
- Strive for quality in everything we do

Help our students achieve their goals

- Remember that students and their success is our top priority
- Focus on student outcomes: learning, satisfaction, retention, and career goals
- Provide outstanding service: treat all students as we would want to be treated

BLENDED LEARNING GUIDEBOOK

At the heart of the DeVry University community is the student body, and the faculty who are in the best possible position to understand student needs and their academic preparedness. Faculty members are on the “front-line” when it comes to the assessment of student learning.

The Blended Learning environment provides educators a unique opportunity to follow each student’s development through a given course. Faculty members play a key role in providing and continually improving the quality of student learning, and thus, the faculty are critical in defining student needs and ways to improve instructional materials and delivery.

INTRODUCTION

Blended Learning, the integration of online and onsite teaching and learning methods, materials, strategies, and capabilities, is rapidly growing throughout higher education. Because it has been newly adopted system wide at DeVry University, Blended Learning is an *emerging practice*. The documentation and sharing of best practices resulting from what we learn from the Blended Initiative is reflected in documents like this one, as well as training and support materials, ongoing faculty development activities and ongoing communication across the system.

What started as a collection of emails and bits of information is taking shape as the document you find here. We continue to learn more with each group of training participants, blended course shells, faculty feedback, and, of course, student outcomes.

THE BLENDED LEARNING INITIATIVE

The Blended Learning Initiative at DeVry has two components:

- To adopt system-wide a blended learning methodology as the preferred teaching style in all DeVry and Keller Blended and Onsite courses.
- To provide consistent course content across delivery modes (onsite, Blended, and online) through the use of a common course shell that contains shared digital content.

The common course shell will increase the sharing of best practices, so that all faculty can benefit from the discoveries of others. Individual faculty contributions to the continuous improvement process help foster a “community of inquiry for faculty development” (Garrison and Vaughan, Blended Learning in Higher Education, 2008).

A key challenge within the Blended Initiative is to find the optimal balance between the benefits of standardization (high quality digital content and shared best practices) and the power of individual creativity (individual faculty voice and freedom to innovate to foster student success). Clearly this is a dynamic tension, requiring ongoing discussion and adjustments as needed, and approaches may vary across content areas.

Since the pilot in January 2009, and the first version of the Blended Learning Guidebook we have learned from the progress we’ve made in implementing Blended Learning and Blended course shells across our university.

From faculty, we have learned that four (4) qualities mark the teaching practice of faculty members who have effectively adopted the Blended model in their teaching. These qualities represent DeVry’s Blended Instructional approach:

1. The faculty member demonstrates a Blended teaching approach.

This means that we’ve seen faculty adapt their existing materials and approaches to match the new teaching context, and also show openness to adopting new materials and approaches to teaching subject matter.

Beyond understanding and planning to utilize the benefits of the online and face-to-face environments separately, a blended teaching practice purposefully integrates and makes explicit the connections between online and onsite environments for students as they prepare for class, engage in class, and follow up on the learning in class.

Within the blended model, which includes the use of the common shell, faculty have shown that it is quite possible to develop their own blended teaching practice, vision, and voice.

2. The faculty member incorporates the essential functions of the eLearning Platform (eCollege) into their teaching plan. These include:

Active use of course communication tools available through the eLearning Platform (eCollege)

Posting Announcements and sending email are “bread and butter” communication tools used by faculty to integrate the online and onsite portions of the blended teaching-learning environment. Because of the intensive workload, students rely on this instructor-provided information to help in the prioritizing and pacing of assignments in their classes.

Active participation in the Discussion Area

Active participation by faculty in the Discussion area is an essential part of teaching in an 8-week, Blended context. Discussions are carefully planned for the week, and developed through opening the Discussion, responding to students as they prepare for class, following up class with higher-level challenges, and finally summing up the week’s online and in-class activity. This kind of planned activity throughout the week promotes ongoing teacher-student participation in the course shell. In this way, many faculty have discovered multiple ways to use the Discussion area to

create real learning across all disciplines.

Timely Personalized Feedback in the Gradebook

Without timely meaningful feedback from their professors, students can't assess their performance and improve. In an 8-week time-frame, effective faculty members use the course shell to provide students with an up-to-date record of their performance. Providing not only numeric grades but also quality formative and summative comments on student work is an important aspect of successful blended teaching.

3. The faculty member takes the role of an active participant in the continuous improvement of the shell, the course, and the program.

This means taking shared ownership of the common shell, including its content and quality, sharing best practices, and collaborating with other faculty teaching the same course to continually explore new ways to enhance the students' experience in the course and their success in achieving the TCOs. The avenues for active participation in the continuous improvement process are 1) the RightNow system, and 2) conversations with deans, DAAs, Blended Champions, and other faculty teaching the same course.

4. The faculty member understands the content, flow, and capabilities of the course shell.

This means becoming intimately familiar with the course shell, including its content, structure, and planning for the flow within and between each week and each learning environment.

The integration of onsite and online learning reflects each individual faculty member's vision of how to provide the best of online and onsite learning environments to meet the needs of the students and accomplish the course and program objectives using the foundation provided by the common course shell.

The effect is to partner with the shell so that the online and onsite portions of the class are integrated for students. Based on the needs for either additional support or greater challenge in a particular class, faculty members can layer in additional course material that extend and support student learning. Guidelines for these additions are provided in this Guidebook.

BLENDING LEARNING GUIDEBOOK

It's important to note that the process will take time as each faculty member re-thinks traditional in-class teaching methods and discovers the potential of the features included in the common course shell. Over time, all faculty members will be able to develop an instructional approach that reflects their unique voice and experience, while still accommodating the institutional need to utilize a common course shell.

As we continue to tap the creativity of our faculty members and engage in an energetic, continuous improvement process, the outcome will be a continuing commitment to teaching excellence, superior student support, supported by course shells that are tailored to best meet both our needs as faculty and those of our students.

HOW TO USE THIS RESOURCE

The Guidebook is designed to complement the Blended Teaching Excellence Certification Training that faculty members are offered prior to the first time they teach a DeVry/Keller Blended Course. As a Guidebook, it should be read as a collection of emerging and best practices for using the Blended model. Faculty new to and those continuing to adapt the Blended approach have a resource to support them as they strengthen their approaches to Blended teaching.

The Guidebook outlines a framework for teaching excellence in the Blended mode for DeVry and Keller courses. Since Blended Learning is a developing model, it will require ongoing dialogue and collaboration. The first part of this Guidebook provides an overview, definitions, and background on Blended Learning at DeVry, followed by a section featuring the most frequently asked faculty questions. These are presented in question and answer form.

The concluding sections contain additional resources for refining the Blended approach throughout the DeVry/Keller system. If you have questions or would like to request additional clarification about any of the material you find here, contact your local Blended Champion (See the list of Blended Champions at the end of this Guidebook).

BLENDING LEARNING BACKGROUND AND DEFINITIONS

A MODEL FOR BLENDING LEARNING AT DEVRY UNIVERSITY

DeVry University has always been committed to providing innovative educational solutions which foster undergraduate and graduate student success, including student performance, satisfaction, retention, and career advancement. Blended Learning extends this commitment to a new era of teaching and learning practice, one found increasingly across higher education today. Blended Learning at DeVry University integrates our onsite and online instructional methodologies to provide “the best of both.”

A DEFINITION OF BLENDING LEARNING AT DEVRY UNIVERSITY

In DeVry University’s Blended Learning model, course content and best practices are developed, stored, updated, and delivered through a University-wide, shared, Web-based course shell. Online and blended courses build from a common course shell, adjusted for the uniqueness of each delivery modality, to meet common course and program objectives. The blended courses include a face-to-face (F2F) component, which provides the best of student-teacher and student-student F2F interactivity, supported before and after class by the online course components.

A PRACTITIONER DEFINITION OF BLENDING LEARNING FOR UNDERGRADUATE AND GRADUATE FACULTY

A faculty member effectively blends the craft of using the features of the learning platform (that is, the logistics of the technology), with the art of managing and integrating the two environments (that is, linking components in one environment to those in the other) to create a seamless learning experience for students.

THE BENEFIT OF BLENDING LEARNING FOR STUDENTS

In higher education today, students expect content flexibility, portability and transferability. They expect technology, such as the Internet, to play a prominent role in supporting their learning. The university’s implementation of Blended Learning will provide students with the skills and tools they need for success in today’s job market and in their careers.

Blended Learning focuses on higher-level learning and the application of knowledge and skills to real-world problem situations. At the same time, it makes more efficient use of the student's time, and optimizes the interaction between students and faculty, and among students. This leads to students who are better prepared for success in the workforce, which increasingly blends face-to-face and remote interactivity, and thereby strengthens student possibilities for potential career development.

HOW BLENDED LEARNING DIFFERS FROM IOPTIMIZE

iOptimize was the first systematic approach to Blended Learning at DeVry University, almost ten years ago, and DeVry University was a leader nationwide in developing and implementing this innovation. The original model was to continue the traditional focus on a teacher-centered lecture/discussion format, supplemented with an online discussion capability. Since then, great and rapid change has occurred in technology and across higher education, which requires a significant modification to the original model.

In the years following the introduction of iOptimize, the sophistication, magnitude, and scope of online education has exploded. Moreover, with the growth of interactive technologies, learners are increasingly demanding in their expectations for quality digital content, and learner support.

In addition, the higher education landscape is rapidly changing, with new programs, in new fields, and the requirement that they be rapidly developed, and efficiently and continually updated.

Finally, the DeVry University landscape has changed, and continues to change, in response to these forces. Our students are more geographically dispersed than ever, and the pressures they face in their work and family lives have grown exponentially. It is for these reasons that a team was constituted to reengineer Blended Learning at DeVry University, and the work of the team continues, with ever expanding circles of involvement of faculty and academic administrators.

The new Blended teaching model is significantly and substantively different from the iOptimize model. Notably, there's greater focus on ongoing training and support, not only for faculty, but for deans and staff. The Blended methodology for DeVry/Keller courses is a priority throughout the university.

This shared focus on teaching excellence in the Blended mode is designed to enable the best of student-teacher and student-student F2F interactions, complemented and supported by

the highest possible quality of digital content and cutting-edge communications technologies.

In the digital age, the online component in Blended Learning is no longer supplemental to a course, but is instead a central, shared space for student-faculty interaction. This includes the use of content and capabilities in the course shell and the extension of in-class activities and interactions in the online environment.

THE INTRODUCTION OF THE COMMON COURSE SHELL

The common course shell provides faculty and students with a structure, content and essential course documents, all of which will increasingly reflect the best practices of the faculty, while providing an appropriate instructional flexibility.

Moving from individual course shells (“Inventory Shells”), to a common course shell enables the instructional support teams to significantly improve the quality of the digital content in DeVry/Keller courses. At present, more than 700 courses across the curriculum have been developed and maintained in what have been until now two separate environments, the onsite and online worlds. The development and refining of a common course shell will draw on our best faculty, undergraduate and graduate, onsite and online, full-time and adjunct, and utilize a common team of instructional designers and feedback processes to create the strongest course shell – a strength that can then be shared for any delivery modality.

In turn, high-quality, content-rich shells will enable faculty to shift extensive in-class lecturing and lower-level class maintenance activities out of the classroom, through the use of online content and discussions. This will free up class time for the highest value interactivity between students and faculty, and among students, with more time to focus in class on student learning and the real-world hands-on applications on which the university’s reputation is based, and which is more highly valued in the workplace than ever.

TEACHING IN THE BLENDED ENVIRONMENT

STUDENT PREPARATION FOR LEARNING

In the Blended model, to which all faculty will be introduced in their Blended Certification Training, prior to coming to class students will have engaged with quality preparatory material. The students' preparation accounts for a portion of the online hours assigned to the course. This number is based on the assigned credit hours and the delivery mode (Blended or onsite) of the course. (See your local Dean/AAS to determine the number of contact and online hours assigned for your class).

Preparation for class includes reading and reviewing lecture material, and viewing voice-over visual tutorials (which they can repeat as best meets their needs) and contributing to the Discussions. In the process, students are interacting with their instructor and other students, via the course shell.

Once they've completed the preparation, students look to their in-class meetings as the times they get immediate support and feedback from faculty. The face-to-face class also provides a valuable opportunity to work with fellow students on projects and labs that extend the preparatory learning and lead to follow-up learning outside of class. (For information to share with students see the section "Preparing Students for Blended Learning.")

There are two suggested methods for rewarding and reinforcing student preparation for class.

- a. Award half the weekly Discussion points to the preparatory work. Applying this strategy, the students' preparatory work is documented by at least one quality post to each graded Discussion. Students show some thought as they solve (or attempt to solve) problems, respond to issues, engage in background research which they cite. They can also summarize what they've learned and contribute specific questions relating to assignments or homework. The students should be informed in the Announcements if faculty elect to reassign Discussion points in this way.
- b. Alternatively, faculty can elect to keep the full amount of points for the Discussion and select instead another form of course work to serve as student preparation for the face-to-face class in addition to Discussion participation. In this case, maintain Discussion points as indicated on the syllabus and Gradebook, but allocate points from an existing grade category in the Gradebook such as Homework or Labs which

also serve to prepare students for new material. Use a portion of the weekly points from lab or tutorial as preparatory points and again communicate this to students using an Announcement.

Faculty can use each option by itself or combine them to feasibly accommodate a range of courses as students actively prepare for class. In the event that the Gradebook or Course Points Distribution doesn't allow for the above solutions, see the "Instructor Individualization and Customization of the Course Shell" section and read question #8 in the "Frequently Asked Questions" section.

THE F2F CLASSROOM

Key pieces that are new for the F2F class in the Blended method are the many opportunities you'll have to connect the two environments—online and onsite. Help students make meaning from what they've completed online as preparation, follow-up or supplement to the class by showing relationships and providing opportunities to deepen learning presented in class.

In class, refer explicitly to something said in the online discussions. At the end of class, transition students from the F2F environment back to the online one by sharing what they should expect from the week's online interaction. Back online, refer explicitly to something said in the F2F class. These simple techniques help to bring the two environments together seamlessly and help to demonstrate the importance of class attendance and participation in both the onsite and online environments.

Each faculty member has a variety of strategies for supporting student learning in class, and for maximizing the highest value of student-teacher and student-student interactions. Faculty will determine the use of the in-class time and its relation to what precedes and what follows it. Faculty may opt to deliver occasional supporting, and tailored, mini-lectures. (See "Frequently Asked Questions" for more information on mini-lectures).

The primary aim in and out of class is to create a learning environment where there are dynamic discussions and activities that provide ongoing opportunities for challenge and engagement with course material.

FOLLOW-UP LEARNING

Following their class meetings students continue Discussions online, access grading feedback, and communicate with their instructor and other students, via the course shell. This should include the expectation that students will contribute at least one quality post to each graded Discussion within two days of the in-class meeting. The follow-up posting requirements will be specified by each instructor.

General Best Practices

- As you teach a Blended course, we urge you to actively use all available elements of the eCollege shell – including the constructive and creative use of Discussions.
- Participate in Discussions often and make every effort to end each post with a follow-up question. Effective questions encourage students to take their learning from *what* to *why*. This concept, as presented in Bloom’s Taxonomy, moves students from basic understanding to application or from analysis to evaluation.
- Use the comment section of the grade book to personalize your comments and offer specific, concrete suggestions for students. Write these online comments in much the same way you would write your comments and suggestions at the end of a student paper, project, or lab in a traditional course. We know that students frequently check their grades in the Gradebook.
- Develop activities that support the shell; build from material that starts online, continues in the classroom and finishes back in the online environment.
- Communicate to the students your approaches to grading in the course early in the session through the Announcement and email features of the course. Don’t forget to put your contact information on the course syllabus.

POSITIONING THE COMMON COURSE SHELL IN A BLENDED COURSE

The common course shell and the face-to-face (F2F) class are both vital components in teaching a DeVry/Keller course. Everyone who teaches a particular course will access the common shell which can be customized in a variety of ways, to be described in subsequent sections of the Guidebook. This common shell is updated and improved based on faculty and student course feedback.

Common course shells feature “For Faculty” resource tabs that contain suggestions for all faculty teaching the particular course, as well as provisions for blended and online faculty respectively, including tips for teaching both the F2F and online components of the course.

The common shell contains course content, including lecture material, and may outline a teaching approach for the class, but won’t specify how face-to-face classroom time is used.

THE IMPORTANCE OF PREPARATORY LEARNING FOR THE IN-CLASS MEETINGS

As they always have been, students are responsible for initiating a portion of their learning on their own, but they’re not alone in this process. Student preparation for in-class meetings, using content in the shell, is reinforced throughout the training and this Guidebook. In the Blended modality, it’s especially important to plan substantive preparatory tasks for the students to start the learning process on their own using content and capabilities in the shell. Faculty should take time each week to preview what students are going to prepare for the upcoming week.

We encourage you to allot an appropriate point assignment to help motivate the students to complete the preparatory work. The preparatory material is facilitated through the common course shell.

Here’s a suggested approach to planning the week and shows how to include preparation in your plan.

1. Select the TCO(s) for the week.
2. Plan the online activity you can use to **introduce** a class topic in the Discussion. The purpose of the activity is to build basic *knowledge* and *comprehension*. (Include existing materials such as chapter material, labs, quizzes or new materials such as a question or example posed in the Discussion or an item you add to Doc Sharing)

Note: The Discussion topics in the course shell offer a good start to a TCO-oriented prompt. You may only need to personalize and add context to this original question in your opening post to satisfy the preparation piece for the week.

3. Next, plan the F2F activity to build on the students' basic knowledge by developing an *application* or *analysis* activity to **extend** the topic into the class and to promote instructor-student, and student-student interaction.

Examples might include a short quiz followed by in-class discussion, grouping students to

present course concepts informally to the class, or having students complete and discuss a hands-on activity. Allot points for these activities from an existing category such as Labs, Homework, or Discussion.

4. Finally, close the learning loop. Create a **follow-up** activity that will carry the new learning from the class back to the course shell for *synthesis* and *evaluation* of what they have learned. Typically the Discussion is where this follow up occurs.

Each activity in your blended lesson can help students demonstrate and help you to assess student progress toward achieving an outcome for the course.

It is very important to communicate your expectations for preparatory work, both in an Announcement and in your Week 1 in-class meeting. Avoid, however, overwhelming students with “too much, too fast.” Faculty shouldn’t expect students to have mastered the material on their own, but instead are modeling an expectation for active learning. Contributing at least one quality post to each graded Discussion before the in-class meeting is one important way to achieve the class preparation goal.

Students need clear and encouraging guidelines to help in pacing and prioritizing class tasks, especially in the first three weeks of class. These should include your expectation for how much time students should spend in online class activity.

The online class time assigned for each week should be divided into pre-and post-class time each week. For instance, if a class is assigned 3 hours of online time, faculty can direct students to divide their 3 hours of online time into 1.5-2 hours of time spent preparing for class and the same following class.

Note: This online class time is distinct from time spent on homework, reading and reviewing the chapter or lecture material, or time spent on assessments. The preparatory and follow up learning count as class time. Homework, reading, reviewing and assessment are part of general study time which will vary from student to student.

While faculty know that not all students will do the preparation assignments every week, if properly handled with clear directions and point values, class preparation will mean that most students will have taken the first steps in the week’s work before the in-class meeting. Reinforcing the expectation of preparation for class will also support the students as they learn how to be active learners, a skill they’ll need throughout their education and in their careers.

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The Week 1 Exception: Because the preparatory work by students may be inconsistent in Week 1, during the first in-class meeting the students should be informed that **for Week 1 only** they will be able to earn full points by completing the assigned preparatory work which may include doing an additional quality post in each graded Discussion after the in-class meeting, **but that for the rest of the session the preparatory assignment is due prior to class (and it is recommended that faculty enforce this class requirement).**

ASSESSMENTS AND EXAMS IN THE COURSE SHELL

Students' assessment through quizzes, midterms, and finals is also provided in the course shell. These assessments can be administered onsite, if a computer-based classroom is available. However, you may also choose to assign quizzes and tests to be completed outside of class, where you set the start and close dates. Doing the quizzes, midterms, and final exams online will preserve class time for interactive learning. **Quizzes and exams given online are open-book and open notes unless otherwise specified.**

Faculty have the option to have the students take the quizzes, midterms, and finals provided in the shell online and add a supplemental in-class assessment to cover in-class work, or to add breadth and/or depth to the assessment in the shell. In this case, follow the 80/20 rule. Maintain 80% of the value of the original assessment and then average in the 20% balance from your own assessment.

Note: to protect the integrity of the final exam pools, the final exams may not be printed out, nor should the students have access to the graded exam.

INSTRUCTOR INDIVIDUALIZATION AND CUSTOMIZATION OF THE COURSE SHELL

While a blended course is to some extent bounded by the content and capabilities provided in the course shell, instructors are encouraged to explore and make use of the considerable opportunities which exist for instructional flexibility and individual creativity. Like “common courses” taught at universities across the nation, Blended courses build from shared syllabi, content, and basic assignments. Yet, the success of an individual class will depend upon the creativity and planning of the faculty member, especially in terms of how the Discussion feature of the course is integrated, how Discussions are connected to active learning in the F2F classroom, and how the online environment encourages students to further their understanding of each week’s content.

Planning for and using the in-class time, in support of student success, will remain a core responsibility of each faculty member.

The following section provides Blended Course Customization Guidelines. Please note that you will no longer have your own copy of a course as an Inventory Shell. Instead, a section shell will be available in Week 6 of the session prior to your Blended course delivery. This means that any customizations you make will need to be done each time you teach the course. Therefore, it is important to keep your customizations in clearly labeled files, preferably on a flash drive, for convenient access.

GUIDELINES FOR COURSE CUSTOMIZATION IN A BLENDED COURSE

For the purposes of accreditation and consistency, course design must remain uniform. In general, do not remove any core materials (syllabus, objectives, lectures, quizzes/exams) from the course shell you receive. Existing course material can be expanded through well-planned faculty designed activities, but as a rule, do not remove any of the core material.

Syllabus customization includes the instructor contact information, professional biography and late work policies. Also important is the instructor’s overview of blended learning in the particular class. It is also recommended that you include the attendance policy in the Syllabus or as an addendum to the Syllabus.

Note: The syllabus within the course shell contains external links to student and faculty resources. To avoid disrupting the functionality of the syllabus, do not remove the syllabus from the shell. If you want to include a more easily downloaded and printed version of the syllabus, copy the Syllabus into an MS Word file and upload it to Doc Sharing.

Course Objectives (TCOs) and Lectures may not be changed. **Note:** If there appears to be a problem with the course content, please contact your Dean, Blended Champion, use RightNow and/or contact the Program Architect (indicated on Course Home under “For Faculty”).

Quizzes, and Exams may not be removed or changed. Add in-class assessments, if appropriate, to supplement an existing quiz or exam. The additional assessment will share the point category with the existing assessment. Use an 80/20 approach; that is, 80% of the point category is derived from the existing assessment in the course shell, and 20% may be derived from alternative assessment.

***Major Course Projects/Papers** may be modified or exchanged for equivalent alternatives. If you are substituting a Course Project/Paper, it should be equal to or better than what is included in the Course Shell in terms of the student workload, and the thought and preparation required to fulfill the assignment. Alternative course project and papers may already be provided in the “For Faculty” tab of the course. Discuss and carefully plan this kind of change with your Blended Champion, other faculty teaching the same course, and your Dean/AAS. Over time, equivalent alternatives may be added to the “For Faculty” tab within the course. Other Syllabus Assignments such as readings and homework problems should not be removed, but may be augmented by you in class to provide extended support.

*If there is no course project, you may add one provided that it is value-added, fits within the existing workload of the course, and furthers student achievement of course outcomes. Be sure also to report your rationale using RightNow and that you include your Blended Champion, other faculty teaching the same course, and your Dean/AAS as you consider adding a project.

Discussion topics are provided but may be modified by you with the understanding that any changes must support the weekly TCOs and course assessments. In general, it takes less time to post first to the week's discussion, modifying the direction of the discussion with your opening post than to change the original question. If you do substitute a Discussion topic, it should be equal to or better than what is included in the common course shell in terms of the student workload, and the thought and preparation required to fulfill the assignment.

Remember, however, that some questions on the final exam may be based on the original course shell discussion questions. This does not mean you can't modify the discussion questions, but you should review the exam items, to be sure that you are covering the required content at the required level.

Grading. The allocation of graded points for assignments may be shared between onsite and online activities as long as these changes support the grading policies and guidelines as stated in the Syllabus. As in all grading, you should develop and share with students your grading rubric, which helps students understand your expectation and the basis for your grading. You can reassign some of the points allocated for Discussion or for the lab tutorials to activities that extend from the online environment to the onsite environment, such as in-class discussion, small projects, reflective writing assignments, homework, additional reinforcement or other appropriate course tasks.

You also have flexibility in the allocation of points for other graded tasks in the course, to include points for the onsite component of an assigned course task. For example, you could decide to allocate the points assigned to Discussion topics to preparation, in-class participation, and post class follow up.

For classes with a lab component, you might do something similar, so that the assigned points are distributed across the lab preparation before the in-class meeting, the work in-class, and an after class lab report, submitted to the Drop Box or Discussion Area.

When reallocating points, maintain a reasonable balance between the existing material and the new material added into the category. In general, use the 80/20 rule, with 80% of points for existing assignment and 20% for new content. For other variations, consult your Dean/AAS, and/or your Blended Champion.

Announcements can be composed and posted by you without using the Announcement samples provided under the "For Faculty" tab of a course. If you do not use the samples provided, be sure that you still review them as part of your weekly course preparation. The

sample announcements are provided to support your communication with students and to keep them and you aware of the particular technical or study skills required for a given week.

Custom content can be added to an eCollege Week/Unit by the instructor at the rate of one (1) item per week. Such content may be ungraded such as an uploaded sample or model, a worksheet to be completed in class, an extended assignment description or a PowerPoint. (An alternative is to add your custom content to Doc Sharing with an explanation to student in an Announcement or post to an existing Discussion. In Doc Sharing, you are not limited with regard to the amount of content you add. This is also the case for the Webliography, but again this content will need to be uploaded each time you teach the course).

Adding custom content, such as an augmentation to an assignment or an additional lab that you plan to grade means you will need to allocate points for it in the Gradebook. In the event that you add to a week where there is an existing lab, you can distribute the points between the custom content and the existing lab.

If the Gradebook and course design does not easily accommodate a weekly graded category, see your Blended Champion for instruction on how to add a new category to the Gradebook.

Remember, when you add content, you are not removing material from the course shell. It is also important to note that the total points in the syllabus may not be changed. Use the 80/20 rule in reallocating points, which means taking no more than 20% of the points from an existing item to create the new grade category.

Weekly Start/End Dates or the “gating” of the class can be modified by the instructor. This includes the start and end dates for discussions. **Note:** Instructors should be vigilant about checking the dates. Once one date is changed, a number of other dates will need to be modified including the dates on which students can view their grades in the grade book.

REVIEWING THE COURSE SHELL

At the start of each session, be sure to visit the following areas of your Blended course:

- **Syllabus** —Use the Author mode to upload your contact information, professional biography including an overview of blended learning in your course.
- **Discussions** —Review all of the discussions for your course. Open the Week 1 discussions by being the first to post in each Discussion. Follow this practice each week.
- **Doc Sharing** —Click under each category in the pull-down menu to see resources available to you and to your students. As needed, create a new category and add support resources that you think will help your students achieve course outcomes.
- **Gradebook** —Review the way that the grades are set up in the course and check for consistency between the Syllabus and Gradebook.
- **Weekly Introductions** —Read the overview page for each unit.
- **Lectures**—Note the scope and content of each week's lecture.
- **Text**—Be sure to go through the process of accessing the text using MyScribe (in the case of an eBook). If you have a hard copy, review the textbook chapters assigned on the syllabus.
- **Assignments**—Read through assignments and consider the workflow involved in student preparation. Plan how you'll use class time in support of major assignments. Anticipate when you'll collect, assess, and return graded work to students. Consider how to incorporate support resources such as outside tutoring as students draft their work.
- **Webliography**—Add relevant external resources.

USING ANNOUNCEMENTS IN YOUR BLENDED CLASS

The Announcements section is a place to provide students with relevant, current, and specific course information. Here are some examples of appropriate information to put into Announcements:

- Weekly summaries
- Grading updates
- Notices about school holidays or room numbers
- Reminders about due dates
- Homework tips
- Copies of blanket (to the entire student group) emails
- Welcome Announcements
- Announcements of general warnings such as tips to avoid Plagiarism

Announcement areas are not appropriate places to put lectures or homework answers.

MAKING USE OF "FOR FACULTY" TABS

Your course shells will have "For Faculty" Tabs. These should always have an asterisk sign (*) after the name "For Faculty" on the left menu tree. That asterisk sign means that the item is hidden to the students. The Program Architect (PA) adds content to these areas in the Master shell. "For Faculty" tabs usually contain items to support your teaching. Some have ideas for thread posts, some have alternative Discussion topics you can use, and some have alternative assignments.

The Course Home "For Faculty" tab includes the name, phone number, and email address of the Program Architect. You'll want to use this in case of emergencies, such as when specific handouts are missing from your shell. However, to report your suggestions for corrections and improvements to the shell for your blended course, you will want to use the RightNow system, which will likely be linked to the "For Faculty" tab under your Course Home. Use this system so that feedback is tracked across the system to ensure that each suggestion is followed up in a timely fashion. It's usually a good idea to keep a list of minor issues you find with your course shell as you teach. These can then be communicated through RightNow either as you move through the course or at the end of the session. Keep in mind that your feedback is of critical importance as we continually improve our course shells.

As we collaborate to continually improve our feedback process within the Blended Learning model, we will develop more and more effective strategies for communicating and acting upon issues and concerns reported for our course shells.

MODIFYING COURSE SHELLS

The table below clarifies many of the circumstances where course shells may be modified.

Type of problem in the course shell	Recommended action	Explanation
Spelling, grammar, typographical error.	Make the change. AND Record and document the problem and share it through the RightNow link in your shell, or tell your Blended Champion and/or Dean. Doing this can ensure the correction is made in the shell. Otherwise, you'll have to correct it each time you teach the course.	If there are simple typographical errors, change them to avoid distraction.
Problem with the Discussion Dates ("Gating" of Discussions)	If you don't want to use a Sunday - Sunday calendar structure for your instructional weeks, make the change after the Friday of Week 8 and before your class starts.	Blended Courses have a default calendar that is scheduled Sunday to Sunday. If your F2F class meets later in the week, this schedule may not work for your teaching approach. If you do not change the dates manually, students will be locked out of the discussion and will be unable to respond until the dates are changed. The gating of your course can be changed after the Friday of Week 8 before your course starts.

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<p>Problem with a Discussion Topic</p>	<ol style="list-style-type: none"> 1. Use a facilitation principle you learned in training; be the first to post to the discussion and re-direct students or ask an alternate question of your own. 2. Use resources in the shell. A “For Faculty” tab may include an alternate Discussion question. 3. Use your understanding from training that a Discussion topic starts a path of learning for the students AND that it must contribute to the course TCOs in some way. Then make the change. Share your change with your dean and through the RightNow system. 	<p>The Discussion is an important realm in your course. Try to see the “big picture.” Discussion topics do have to be interesting to students BUT they must also contribute to their learning in the course.</p> <p>In just 8 weeks, there can be no wasted steps. Everything in your course should contribute to student learning. Remember, however, that some final exam questions may be based on the original shell Discussion questions. This does not mean you can’t change the Discussion questions, but you should review the exam items, to be sure that you are covering the required content at the required level.</p>
<p>Problem with an Assignment Deliverable.</p>	<ol style="list-style-type: none"> 1. The first and second time you teach a course, teach the assignment deliverable as is to determine the nature of the problem. 2. If you believe that the assignment deliverable does not support the TCO, course or program objective, talk with your Blended Champion and your Dean or center AAS who can approve your change and refer your concern. 3. Also use the feedback cycle to get your replacement deliverable reviewed for inclusion in the shell updates. 	<p>It could be that what’s in the shell is different from what you’ve done, but that it still works to help students reach the TCO.</p> <p>The continual review and assessment of our courses is an expected part of the collaborative course model. Contact one or more of the following: your Dean, center AAS, Blended Champion and Program Architect to clarify a course deliverable or for help in addressing an inaccuracy in the course shell.</p>
<p>Problem with a TCO or course text or assessment.</p>	<p>In the case of a calculation error that will affect student scores, advise your Champion and Dean or center AAS. This change may be necessary for all sections of the course and if caught before students take the exam, it can be fixed in real time for</p>	<p>Problems at this level require the issue to be taken up at the level of the curriculum development & design and assessment.</p> <p>Use the onsite class to supplement a dimension you feel is missing.</p>

	<p>all sections.</p> <p>In other cases, leave this material “as is.” For you to make changes would likely cause more confusion than to work around it as a temporary step. Share your concerns with your Dean. Document student learning outcomes and share your recommendation and documentation with the Program Architect.</p>	
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Changes to Discussions , or other approved changes must be done with great care as one change to a shell often necessitates two or three others.

A Personal Checklist

As you review the course shell, ask yourself:

Does the course as structured enable the student to meet the course and/or program objectives?

If the answer is “Yes,” you believe the course shell as structured does enable the students to meet the course and/or program objectives, then you should partner with the shell to test out each course component as provided.

If the answer is “Yes, but...” meaning you perceive your students need additional support or challenge OR that the course as structured doesn’t reflect your preferred teaching approach, then reflect on which of the Course Customization Guidelines will support the additional content you may want to add in to meet the needs of your face-to-face class.

If the answer is “No,” you do not feel the course meets course or program objectives, you will initially face a challenge as you prepare to teach. Do your best to teach the course and serve the students, making needed adjustments according to the guidelines provided in this Guidebook in order to accomplish the TCOs. As you teach the course, you should compile your concerns, in detail, and record them using the RightNow system. Also, copy your DAA, Dean/AAS and Blended Champion on your concerns. He or she will help make sure your concerns are communicated to the curriculum review team. You may be asked to participate on such a team to revise the course, if needed, for both blended and online deliveries. In the meantime, do your best to teach the course and serve the students.

Improvement is a process.

Essential questions to ask as you plan your teaching approach:

- a. What is the best way for my students to make sense of the technology-based components available to them through the shell?
- b. How can I help students to prioritize and see relationships among and between course concepts?
- c. How can I tap into the unique potential of each environment to deliver various components of my course effectively?

Perhaps more than ever, students need an engaged and responsive professor who can help them. Remember, the course shell doesn't teach itself; you teach using the resources in the shell to support your blended teaching plan.

PREPARING STUDENTS FOR BLENDED LEARNING

The following section presents information about Blended Learning as it might be delivered directly to students. This is also available in APPENDIX B if you want to use this material as an opening handout for your class.

DeVry University is committed to using the latest innovative strategies and technologies to foster student success. Blended Learning is our newest teaching and learning approach, bringing together the best of our onsite and online instructional methods in order to support your success and your preparation for the workplace and your career.

DEFINITIONS AND EXPECTATIONS

Put simply, Blended Learning provides you with the best possible in-class experience, with lots of support and interaction with your instructor and other students, and the best of online support for course materials, feedback, and interactivity.

The course shell, which you can access at any time day or night, is a central place where you can exchange information with your instructor and your classmates. This happens as you read materials, complete online assignments such as labs, and participate in instructor-facilitated online discussions. You may also use the shell to facilitate group work. You can also use the shell to email your instructor if you have questions or concerns or have to miss class.

Success in a Blended course means that you use the course shell on multiple days and times throughout the week as you work to accomplish course objectives. Then, onsite meetings are dedicated to high value interactions which reinforce, clarify, and extend your mastery of course content through active learning strategies. While in-class lectures may still be used, the focus is on you as an active learner. The more prepared you are to participate, the more you will get from your onsite class meetings.

A student has an active role to play in a Blended course. As a student, you must come to class, both onsite and online, prepared to actively learn.

THE BLENDED LEARNING METHODOLOGY

Blended Learning means that you generally start the weekly learning cycle exploring selected preparatory material in the shell on your own and then, with guidance from your instructor, you work with classmates in class and online to develop deeper understanding of course concepts and skills.

Your continuous participation in class and online will help you reinforce and deepen your mastery of the important steps and key points of your various assignments over the eight weeks of your course.

The synergy of your online and onsite class components offers you the best of both worlds—supported independent work outside of class met by active and engaged learning in class. By the end of a Blended course you are able to apply learning concepts and skills from labs, projects, and many other course assignments in new ways.

This also gives you the type of learning experience that will best prepare you for the expectations of today’s workplace, which is increasingly a Blended environment, frequently requiring active learning skills.

THE ACTIVE LEARNING CYCLE IN A BLENDED COURSE

Online	← Continuous Active Course Participation →	Onsite
Retrieve course materials such as the syllabus, text (in the case of eBooks), Doc Sharing files.	<p><i>Before Class</i> <i>What connection can you make to your work, aprior class or a future role?</i></p>	Apply course concepts and skills to which you were exposed in your individual preparatory work, such as in tutorial exercises, in new and more complex situations introduced by your instructor.
Read and review course material such as the syllabus, weekly announcements, and lecture.	<p><i>In class</i> <i>What questions do you still have about the material or its application that you can share with your instructor and the class?</i></p>	Participate in active learning tasks such as in-class discussions, activities, labs, quizzes, and group work.
Participate in interactive learning tasks such as weekly discussions and quizzes, exams or tutorials.	<p><i>After class</i> <i>What can you do with your new learning? What questions do you still have?</i></p>	Analyze course concepts systematically to learn strategies to work with challenging material so that you can continue to learn on your

	<p><i>Why are some approaches better or stronger than others?</i></p> <p><i>Where can you find more information?</i></p> <p><i>Preparing for the next class</i> <i>How can you collaborate with your classmates to extend what you're learning?</i></p> <p><i>How can course resources or outside research extend your knowledge of course concepts?</i></p>	own following the class.
<p>Stay in contact with your instructor, classmates and group members using the email function in eCollege.</p>		<p>Complete graded class deliverables and practice assignments individually or in groups.</p>
<p>Turn in assignments and keep up to date on your grades through the online Gradebook. Find out about assignments, due dates and course resources.</p>		<p>Clarify key ideas to help you plan, develop and execute requirements for an ongoing assignment or project.</p>
<p>Challenge yourself and your classmates by posing clarifying questions in discussion and summarizing findings in order to learn from the perspectives of others.</p>		<p>Challenge yourself in your interaction with classmates by using critical analysis to develop troubleshooting, problem solving and critical thinking abilities.</p>

FREQUENTLY ASKED QUESTIONS (FAQS)

Q1: As a faculty member, what can I expect as I teach Blended courses? Will my workload increase?

Depending on how much you have used eCollege before, you might see your initial prep time, work load, and volume of student work increase at first. But it's a different kind of workload, one with more frequent communication with students, more active record keeping and grading, and a new kind of class preparation.

Once you're familiar with the Blended method, your time spent teaching your class in the online environment becomes a key part of your delivery of the TCOs that in the past you may have delivered onsite in a traditional delivery. So your time spent teaching class online corresponds to the reduced onsite teaching time. You also may find that a key benefit to Blended teaching is smaller investments of your time spread across the week.

Many experienced faculty develop an archive of electronic files with items such as their faculty biography and teaching statement, Announcements and Discussion opening and closing comments, along with previously successful follow-up questions. These files can be personalized for each new group and then reloaded from your archive into the course shell each time you teach the course.

As you manage your workload, we encourage you to talk with other faculty teaching Blended courses, especially those who teach the same course, about managing the workload. Your Blended Champion will also have suggestions for managing the workload. There is sure to be a period of adjustment, but once you've had some practice, you'll find your Blended teaching can be managed effectively and efficiently.

Q2: Should I expect everything in the shell to be perfect?

No. Errors will occur – but be proactive and review the course thoroughly before the course starts, and again ahead of each week. Report any calculation and other kinds of course errors using RightNow <http://dvfaculty.custhelp.com> a link found in your Course Shell and also accessible through the HUB|2.0 (hub2.devry.edu) . Also share your findings with your Blended Champion, Dean or center AAS as appropriate.

Q3: How many Face-to-Face (F2F) class meetings will there be in each course?

Blended classes have 8 meetings. Faculty teaching Blended courses must hold seven onsite class meetings. The last week (Week 8) is devoted to final exams and/or projects and presentations. Many common course shells include a final exam. However, capstone courses utilize projects and/or presentations for final assessment, and do not have final exams.

The instructor has a number of options available to them during Week 8:

- An in-class, onsite final exam (to administer the final exam onsite, you will need to check to be sure a computer-enabled classroom is available).
- An online final exam with the week 8 onsite session devoted to a review session, or a final class activity such as an application, or presentation in-class.
- An in-class capstone presentation or project in lieu of a final exam (final exams are not included in capstone courses)
- A combination of the above

Note: to protect the integrity of the final exam question pool, the final exams within any course shell may not be printed out, nor should the students have access to the graded exam.

Q4: How long is the weekly Face-to-Face (F2F) meeting? What if I don't have enough material to fill the contact hours assigned to my course?

One important use of class time is for students individually or in small groups to work on problems, cases, labs or other course-specific activities. You'll actively guide the class, becoming less of the traditional "sage on the stage" and more of a "guide on the side." In short, your Blended class will be a rich environment for active learning.

At the undergraduate level, for 3 or 4 semester hour courses, you will meet 3 or 4 hours respectively, and, at the graduate level, classes will meet for 3.5 hours, as they do presently. Be sure that you plan your course carefully to make the most of your F2F meeting.

In the event that you feel you don't have enough material to fulfill the weekly contact hours, contact your Blended Champion who can direct you to resources that will help you develop quality instructional activities for your class meeting.

Q5: What if I have much more material to cover than the contact hours I have in class?

Blended Learning is a departure from traditional instructor-focused models of learning which emphasize lecture. Data on teaching and learning suggest that students learn best when they are active participants in the learning process.

Blended Learning aims at requiring students to actively engage with course materials and at encouraging instructors to rethink the traditional lecture model in favor of strategic facilitation. Rather than requiring instructors to lecture on all class materials in the face to face classroom, good blended learning design introduces students to a significant amount course material online, before the weekly face to face meeting.

Ask yourself which aspects of your traditional presentation of material you can redeploy elsewhere in the course shell. How about sharing a PPT in Doc Sharing for students to review before class? Or include a problem or example that you typically used in class as an example in the online Discussion. Or create a study guide of definitions or overviews that you used to cover for students in class and ask instead that students to complete this task individually or in groups before class.

Blended teaching and learning requires us to step back and rethink traditional teacher-centered approaches for covering material. Your face to face class should provide students with opportunities to actively apply and analyze what they have learned. In cases where you feel supplemental material must be provided, in addition to what is in your shell, follow the customization guidelines included in this guidebook and integrate what you have added into you overall plan for facilitating material for the week.

Q6: Will the traditional lecture exist in the Blended model?

When students have done preparatory work before the F2Fclass, using materials in the shell, many faculty will opt to engage students with applications in class, as opposed to lecture. As a general rule, you should not be doing all of the “heavy lifting” in the class. Active learning is about students making connections for themselves with guidance from you.

Still, it is okay to lecture occasionally. But plan a lecture to highlight only key ideas that set up the in-class activities, or that address questions from the students’ pre-class work. A tailored mini-lecture can also focus on concepts you know from past experience are confusing and need additional explanation and reinforcement.

The primary focus in a Blended class is to create learning environment where there are dynamic Discussions and activities that provide ongoing opportunities for challenge and engagement with course concepts. In some courses, a well-placed, well-designed lecture lays the foundation for dynamic class activity.

It will also be helpful to talk with other faculty teaching the course and your Blended Champion for insights on how they deliver traditional lecture material in a non-traditional way. When the Blended model is working for you, you'll start each F2F class in progress with students having started the learning on their own in preparation for class, minimizing the need for extensive and time-consuming lectures.

Q7: Who will develop in-class activities to encourage active learning?

A subject matter expert may include active learning ideas in the "For Faculty" resource. You can then decide which of the suggested activities you want to use or create ones of your own. You can access suggested activities under the "For Faculty" tab in your shell. In the event that these activities aren't provided, you will design them based on your experience with the subject matter.

Additional ideas for active-learning activities or strategies for teaching in the Blended environment are always welcome, and this is an area of the initiative you can expect to grow. As the Blended Initiative progresses, we hope you will share your ideas in your metro and across the system.

Q8: Can I add "participation points" or "class activity points" for the onsite meeting?

Points for an existing grading category can be distributed between the online and onsite environments. To award points for in-class learning *without changing* the Gradebook, you can use the weekly grading comments in the existing Discussion or Lab portion of the Gradebook to assess both online and in-class performance on the assigned activities. Be sure to inform students of this change by posting an Announcement on the Homepage. One advantage of this approach is that you won't need to change the Gradebook each session, though your Announcement does need to be added each session.

In the event that the grade composition in the course shell doesn't easily accommodate the class activities that you design for the class, you can reallocate points from an existing category. Points for Discussion, Homework, or Labs, which already extend into the in-class activity, are the optimal areas of the course from which to create the new points for in-class

applications. The 1000-point grade structure should remain consistent. Use the 80/20 rule in reallocating points; that is, reallocate no more than 20% of the points from an existing grading category.

To award points by *changing* the Gradebook, add a line to the Grade composition in the course syllabus to show the reallocated points – and then add this new item to the Gradebook. Name the category and include it as part of the corresponding week of your course. If you're not familiar or comfortable with making direct, Author-mode changes to the Gradebook in your shell, ask your Blended Champion or AAS for support which can include making the change for you.

For consistency, only add one (1) new category to the Gradebook, or the equivalent of one assigned and graded activity per week. This change will need to be made each session to the Syllabus and the Gradebook.

Q9: Is participation in Discussions optional for faculty?

The onsite class meeting and the online discussion are the two sites where you teach your Blended class as a whole group.

The Discussions are the primary medium for teaching the online component of your course. If you meet your class once a week for 3 hours, from an accreditation standpoint, you must demonstrate at least 3 additional hours of online teaching through the Discussion (and to a lesser degree the Announcements and Gradebook).

Of course, you should spend as much time in the Discussion area as you ask of your students, but typically you'll spend more time than your students because you're leading the group. Practices such as posting after a week has ended are missed teaching opportunities. Therefore, timely participation in the Discussion is essential to an effective Blended teaching plan and is required. For more ideas about scheduling your participation, See Q#12.

It is important to move beyond an idea of the Discussion as something *added to* a class. Instead, the Discussions are best viewed as an integral part of teaching the course. It is an area that allows students to publicly interact, solve problems and troubleshoot. As it demonstrates your teaching of the online portion of the class, student interaction in the Discussion serves to document their learning online. Used effectively, discussions become a

powerful tool for teaching and learning. Your participation includes responding to any questions posted by students in the ungraded Q&A Discussion within 24-48 hours.

Note: If you feel you're spending too much time facilitating discussions, talk to your Blended Champion and other faculty to discover some ways to manage the workload. Remember, you're not responding to each student every time, but rather synthesizing the contributions of the group and nudging students to greater levels of engagement throughout the week.

Q10: What if the provided Discussion questions are too basic?

By design, the Discussions in the course shell initiate at a lower level in order to ensure shared class understanding before the question is elevated. Your opening post provides you the opportunity to start the students off in the way you feel is most appropriate. Then, in your subsequent posts you add breadth and depth to a question through the questions you raise as you work toward your goal for the week. Viewed this way, it's not just about where the question starts but it's where you think it should end and posing the kinds of questions and support that will help students reach the goal.

In each of your contributions to the Discussion, strive to ask questions that call for higher level thinking by the students and that encourage interactivity among students.

If you find that the Discussion questions in the course shell are geared more towards the mechanics of a process rather than understanding the concepts behind the process, then you'll want to figure out ways to creatively interject conceptual content to convey the week's objectives. You might, for example, urge students midweek to consider a more general, theoretical consideration of a topic – especially if you find that the thread focus is too specific or mechanistic. You might also consider discussing your own real-world experiences or encourage students to share their creative ways of solving real-world issues.

Q11: When do I have to first post in the Discussion?

Your first post opens the week and should be added just prior to the week's starting point. Your opening post individualizes the question, tailoring it to the class, the current context, book, or lecture material. You can also use your first post to re-direct the opening question and allow students to explore a particular angle or focus.

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Remember, these opening posts can be saved from session to session on a USB drive or on a personal hard drive. You can then adjust and personalize these archived files for each class.

Q12: How often should I participate after that?

Instructors should participate in each graded Discussion at four (4) key points in the week. Also respond to any questions posted by students in the ungraded Q&A Discussion within 24-48 hours.

Type of Post	Purpose within Instructional Week	Planning Questions to Consider
OPENING POST (lends itself to reuse each session—save on a flash drive)	Frames the question adjusted for the uniqueness of the class, specific course material, timely news event, or relevant link.	Reflect on how the topic connects to your class? How will it get students ready for class? Follow up on a class? Supplement something you don't have time to cover in class such as preliminary background research?
CLASS PREPARATION POST (Be sure to review the students' posts before your in-class meeting; they are instructive in helping you to plan for the in-class meeting)	Typically synthesizes any student posts; orients class toward key concepts that will be extended in class; and encourages students to support one another in their preparation work.	Where do you want your students to be or and what do you want them to be thinking about as they prepare for class? How should the topic be adding up? How does the discussion anticipate class activities? Use this post as a reminder or a redirection.
--FACE TO FACE CLASS MEETING-- REFER TO ONLINE DISCUSSIONS IN CLASS		
CLASS FOLLOW UP POST	Makes explicit connections to F2F class and challenges the class as the week tapers down to think about course concepts.	As the discussion picks up following the class, what can you ask your students that will lead them to apply or think more critically about the topic? How can you build on students' experiences in class?
WEEKLY SUMMARY: REFLECTING BACK/LOOKING AHEAD (lends itself to reuse each session—save on a flash drive)	Important! Synthesize class activity; reinforce troublespots; reinforce the week's TCOs; looks ahead to new week.	What's the ah ha? By the end of the week, what new knowledge do you want your students to have constructed through the dialogue? This is also key to the grading feedback you give.

Beyond these four strategic contributions during the week, additional instructor posts to the Discussion are encouraged and can be dedicated to responding, extending and probing for deeper learning from individuals or the group.

Experienced faculty report they check their discussions almost every day of the week. This doesn't mean that they add comments to the discussions every day. However, faculty say that this monitoring role keeps them aware of the class's activity and offers valuable information about when to provide feedback to the class that will encourage ongoing active participation in the Discussions (and to bring the class back if it gets off topic).

One tip for faculty and students is to check your Discussions, including the ungraded Q&A as often as you check your email. You'll want to answer any questions posted by students in the Q&A within 24-48 hours.

Q13: How often should I expect my students to post to the course shell?

For Blended classes, the minimum student requirement is three (3) quality posts, at three points in the week, for each graded thread, unless otherwise indicated on the Syllabus or a faculty-provided Announcement.

As with the faculty, students should also contribute to the Discussions at key points during the week. This shared practice creates dialogue. We suggest you require at least one quality posting as a part of the student's preparation for the in-class meeting, and at least one quality post in the two days after the in-class meeting, in which the student reflects or builds on what happened in class in dialogue with the other students. The remaining quality post should be in response to another classmate's ideas that adds value or develops the ideas presented by the other student(s) posts.

Teaching Tip: Faculty should leave time before class to review what students have added to the Week's discussions. This will help sharpen the focus of the F2F class to be the most effective use of time. You may be able to easily see where students are struggling, or conversely where they've understood material, enabling you to move more rapidly to higher levels of application.

Q14: Should discussions follow a Sunday to Sunday schedule? When should I open my online discussions?

Discussions can follow the Sunday to Sunday schedule or can begin and end a few days before your in-class meeting and close a few days after your F2F meeting. It's up to you and often depends on when in the week your class meets. Using the Sunday-to-Sunday schedule regardless of when the class meets sometimes works best because it's a schedule that's consistent in every class a student takes.

Each faculty member will need to plan when preparatory work should be completed and when assignments should be submitted.

Here's a sample schedule that could be included as an Announcement and the Discussion Instructions for students:

For full credit for the week, you must contribute to the Discussion, for each graded topic, at least 3 posts (one initial post prior to class, one follow up post within two days after class, and at least one reaction to another student sometime during the week) to the discussion.

Planning the particular Discussion schedule for your class helps you to get a sense for the number of assigned course tasks you and your students will be working with. Once those are visible to you, a cohesive plan for teaching the online and onsite portions of the course tends to follow.

Q15: When will I get my Blended shell?

Typically the section shells are created during week six and the instructors are enrolled as soon as their shell is ready. The shell opens for students to preview one week before the session starts.

Q16: If I choose to change the Discussion schedule, when can I do this?

This is referred to as the "gating" of a course.

Blended Shells are created ("rolled out") in Week 6.

Though instructors have access to the course, weeks 6-8 are still considered the “blackout period.”

Instructors **can change the dates to accommodate their F2F class**, but they should wait until after the Friday of Week 8 to re-set the gating of their courses. Otherwise, courses are set with a Sunday to Sunday calendar.

In short, instructors should wait until the weekend before the class starts to change the dates.

Q17: Where will I give my final exam?

The final can be taken either on- or off-campus/center through the shell. Capstone courses do not have final exams.

1. If in Week 8 you wish to administer the final exam onsite, you will need to check to be sure a computer enabled classroom is available.
2. You also have the option to have the students take the final exam online, using the Week 8 class for a final class activity such as an application, or presentation in-class.
3. Finally, you may elect to have the students take the final exam online, and in class you provide a “paper and pencil” supplement to the exam.

Note: to protect the integrity of the final exam question pool, the final exams may not be printed out, nor should the students have access to the graded exam.

Q18: Who develops the final?

The final is developed as part of the overall shell development. As a faculty member, you will be asked for input and may be asked to take a more active role as a subject matter expert (SME).

Note: to protect the integrity of the final exam question pool, the final exams may not be printed out, nor should the students have access to the graded exam.

Q19: Can I develop my own final?

No, because it is important for us as a school to have a means for assessing comparability of outcomes across locations and delivery modalities. You may add a separate graded component as a part of the final exam points, to take into account special onsite activities.

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Only final exams associated with Senior Projects or finals that require special assessments will not be in the shell.

Q20: How can I give feedback about what is working and not working? I have feedback. How do I submit it?

Use RightNow. The URL <http://dvfaculty.custhelp.com> is in your Course Shell and also accessible through the HUB|2.0 (hub2.devry.edu) Also See Appendix A for Step-by-Step instructions.

APPENDIX A: PROVIDING FEEBACK USING RIGHTNOW



Faculty Support Home | Ask a Question/Provide Course Feedback | My Information Login

Campus and Centers

Enter DSI Number to Login:

Password:

If you have forgotten your password...

Enter DSI Number to Login:

RightNow URL <http://dvfaculty.custhelp.com>

RightNow is the central reporting tool used for compiling and responding to faculty feedback on course shells. “Tickets” created using the RightNow system will receive a timely response (within 24-72 hours).

The Purpose of RightNow—The purpose of the RightNow system is to encourage and foster communication and feedback from Blended Learning faculty for curriculum content issues such as *Course Repairs* or *Content Suggestions*.

Course Repairs	Problems with Ebook Typos Labs Syllabus Gradebook Instructions
Content Suggestions	Suggestions for Lecture Assignments Discussion Quizzes/Exams

Step-by-step procedure for submitting feedback for RightNow

1. Go to the following web address: <http://dvfaculty.custhelp.com>
2. Enter your DSI number and your password. By default, your password is your name in lower case letters.



Faculty Support Home | **Ask a Question/Provide Course Feedback** | My Information Login

Campus and Centers

Enter DSI Number to Login:

Password:

If you have forgotten your password...

Enter DSI Number to Login:

3. Click on the “Ask a Question link/Provide Course Feedback”:

Logged in as: Melissa Stec (If you are not Melissa Stec click here.)

Ask a Question/Provide Course Feedback
Submit a question to your Faculty Management team, report course content suggestions, course repairs, or suggestions.

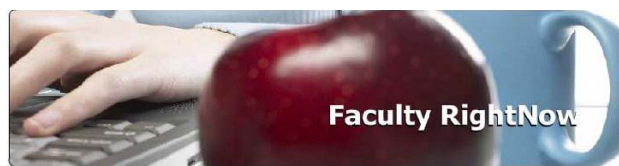
My Information
Login to check the status of your questions, modify your answer update notifications, or update your personal profile.

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[Privacy Policy](#)

4. Select the *college* for which you teach. Then, select *Course Content Issue* if it is a course repair or suggestion.

College of Business & Management	ACCT, AC, BIS,BSOP, BUSN (278, 379, 380), BUSN (except for 278, 379, 380), EC, ECOM, FI,,FIN,GM (except for GM400, 410, 594) HR, HRM, HM, HMT,MKTG, MGMT MM, PA, PM, PROJ, SBE,
College of Engineering & Technology	CCSI, CET, CIS, COMP, CRMJ, DBM, ECT, EDT, EET, ECET, EE, ESYS, GMD, GSP, GM594, IS, MGMT 408, MATH233, 450, 451, MDD, NETW, NETW, PHYS, SAI, SE, SEC, SMT, TM, WDD, WEB, WGB, WGD

College of Liberal Arts & Applied Sciences	ECON, HUMN, LAWS, MATH (except 233 and 425), PSYC, ENGL, TC, GM400, GM410, CARD, SPCH, POLI, SOCS, COLL148
College of Health & Chamberlain	BIOS, BMI, CCN, HIT, HSM, HIM, HIS, HS, MATH325, NR, SCI



Faculty Support Home | Ask a Question/Provide Course Feedback | My Information | Help

* Select College : Business and Management * Select Category : Course Content Issue
 * L Course Repair

Online Curriculum Maintenance Form

* School: --
 * Course Category: --
 * Course Number:
 Course Section:
 * Session: --
 * Concern Category: --
 * Urgency Level: --

* Specific Details:

5. Fill out the form and click the submit button at the bottom of the screen.

Examples of RightNow feedback

- Course Repair Request:** You find a hyperlink that's not working or a file that's missing.
- Course Repair Request:** You find a misspelled word or discover an incorrect graphic.
- Course Suggestion:** You discover additional course material that applies directly to your course's subject matter.
- Course Suggestion:** You receive email from several students indicating that a quiz question is unclear or incorrect.

Faculty Support Home | Ask a Question/Provide Course Feedback | My Information | Help

Select College: Business and Management | Select Category: Course Content Issue
Course Repair

Session: | Concern Category: | Urgency Level: |

Specific Details:

When You are Done...
Submit

What happens once my RightNow feedback is submitted?

Once your case is submitted, the case is routed directly to the curriculum content team for review. You're also given a reference number. Please save this number for follow-up purposes. You will receive a response within 72 hours. Log back into RightNow to review the status and the response to your feedback.

APPENDIX B: RESOURCES FOR STUDENTS

BLENDED LEARNING: A Student's Guide

DeVry University is committed to using the latest innovative strategies and technologies to foster student success. Blended Learning is our newest teaching and learning approach, bringing together the best of our onsite and online instructional methods in order to support your success and your preparation for the workplace and your career.

Definitions and Expectations

Blended Learning provides you with the best possible in-class experience, with lots of support and interaction with your instructor and other students, and the best of online support for course materials, feedback, and interactivity.

The course shell, which you can access at any time day or night, is a central place where you can exchange information with your instructor and your classmates. This happens as you read materials, complete online assignments such as labs, and participate in instructor-facilitated online discussions. You may also use the shell to facilitate group work. You can also use the shell to email your instructor if you have questions or concerns or have to miss class.

Success in a Blended course means that you use the course shell on multiple days and times throughout the week as you work to accomplish course objectives. Then, onsite meetings are dedicated to high value interactions which reinforce, clarify, and extend your mastery of course content through active learning strategies. While in-class lectures may still be used, the focus is on you as an active learner. The more prepared you are to participate, the more you will get from your onsite class meetings.

As a student, you have an active role to play in a Blended course. You must come to class, both onsite and online, and be prepared to actively learn.

The Blended Learning Methodology

Blended Learning means that you generally start the weekly learning cycle exploring selected preparatory material in the shell on your own and then, with guidance from your instructor, you

work with classmates in class and online to develop deeper understanding of course concepts and skills.

Your continuous participation in class and online will help you reinforce and deepen your mastery of the important steps and key points of your various assignments over the eight weeks of your course, as you immerse yourself in new and expanding ideas and skills during the week.

The synergy of your online and onsite class components offers you the best of both worlds—supported independent work outside of class met by active and engaged learning in class. By the end of a Blended course you are able to apply learning concepts from labs, projects, and many other course assignments in new ways.

This also gives you the type of learning experience that will best prepare you for the expectations of today’s workplace, which is increasingly a blended environment, requiring that you be an active learner.

The Active Learning Cycle in a Blended Course

Online	← Continuous Active Course Participation →	Onsite
Retrieve course materials such as the syllabus, text (in the case of eBooks), Doc Sharing files.	Before Class What connection can you make to your work, prior class or a future role?	Apply course concepts and skills to which you were exposed in your individual preparatory work, such as in tutorial exercises, in new and more complex situations introduced by your instructor.
Read and review course material such as the syllabus, weekly announcements, and lecture.	In class What questions do you still have about the material, or its application that you can share with your instructor and the class?	Participate in active learning tasks such as in-class discussions, activities, labs, quizzes, and group work.
Participate in interactive learning tasks such as weekly discussions and quizzes, exams or tutorials.	After class What can you do with your new learning? What questions do you still have?	Analyze course concepts systematically to learn strategies to work with challenging material so that you can continue to learn on your own following the class.
Stay in contact with your instructor, classmates and group members using the email function in	Why are some approaches better or stronger than others?	Complete graded class deliverables and practice assignments individually or in groups.

BLENDED LEARNING GUIDEBOOK

eCollege.	<p>Where can you find more information?</p> <p>Preparing for the next class How can you collaborate with your classmates to extend what you're learning?</p> <p>How can course resources or outside research extend your knowledge of course concepts?</p>	
Turn in assignments and keep up to date on your grades through the online Gradebook. Find out about assignments, due dates and course resources.		Clarify key ideas to help you plan, develop and execute requirements for an ongoing assignment or project.
Challenge yourself and your classmates by posing clarifying questions in discussion and summarizing findings in order to learn from the perspectives of others.		Challenge yourself in your interaction with classmates by using critical analysis to develop troubleshooting, problem solving and critical thinking abilities.

APPENDIX C: VISUAL MODEL OF BLENDED LEARNING

The Blended Learning Cycle

APPENDIX D: BLENDED LEARNING COMMUNICATION PLAN

Dean of Academic Affairs' Role in Communication

A critical role the DAA plays is to effectively lead local communication for all academic initiatives. The attached communication toolkit was designed by faculty from across the DeVry system, to help ensure the success of the Blended teaching initiative. It is a comprehensive plan, designed to equip you, your Deans and faculty champions with key messages and sample communication tools to help successfully and efficiently lead local communication of the Blended initiative.

The Blended Teaching Excellence Program Communication Plan advances the following objectives:

- Builds capability of academic leaders in driving the implementation of Blended Learning.
- Communicates consistent messages regarding the Blended Learning initiative to Deans, faculty, staff and students.
- Establishes effective communication regarding Blended Learning between Academics and other departments.

Target Audiences

- Deans
- Faculty Champions
- Faculty
- Staff
- Students

Goal of the Blended Teaching Excellence Program

The goal of the Blended Teaching Excellence Program is to ensure DeVry University academic leaders and faculty have the knowledge; skills and resources they need to successfully teach in the Blended format and meet the learning needs of our increasingly diverse student body.

Blended Teaching Key Messages

These key messages are designed to be used by DAAs to communicate the Blended teaching initiative.

Operational definition: Course content is stored, updated and delivered through a University-wide shared Web-based course shell. Onsite meetings are dedicated to provide the highest quality face-to-face interactivity between instructors and students and among student, to reinforce, enrich, and facilitate the mastery of course content through active learning experiences.

- Shift from “chalk and talk” to active learning exercises.
- Students are accountable for preparing for class ahead of time.
- Many faculty members are probably already incorporating active learning; these faculty can share their best practices to make the learning environment better and in the interest of continuous improvement.
- NCA recognized that Blended Learning is our “sweet spot” and that we should continue to develop, train and improve our delivery methods.
- The training for faculty consists of modules to facilitate Blended teaching utilizing both the onsite and onsite experience. Local Champions train all faculty in the Blended Learning delivery methodology.

DAA Message to Deans

This message is intended to be delivered face-to-face.

DeVry University prides itself on high-quality and dedicated faculty who have a passion for teaching our students. What will create a successful Blended Learning model is the synergy between the course components, faculty expertise and knowledge of active learning techniques, and most importantly, our students.

Talking points:

Our success in communicating and training the Blended methodology is the foundation of DeVry’s success as a university and the success of our students.

Our local success in implementing Blended Learning hinges on our ability to develop a high-level of competency within our faculty in integrating on-site and online learning.

As Deans, I expect you to work with our local faculty champions to ensure the training is implemented successfully.

Blended training consists of approximately 8 hours of face-to-face instruction, and 2-weeks of online training requiring 10-12 hours of participation per week. Training of faculty is required in order to teach a Blended course.

DAA Message to Faculty Champions

This message is intended to be delivered by the DAA to the faculty champion prior to them being nominated to serve as champion.

- To support the successful implementation of Blended Learning, University Academics will certify a select number of Faculty Champions who will deliver training locally.
- There are two components to this certification program: 2-3 day face-to-face training delivered at a campus in the DeVry system, and a 3-week online training, which requires approximately 10-12 hours/week.
- You will train faculty on our campus just-in time to teach their first Blended course.
- The Deans will support your training efforts by communicating first to teaching faculty and ensuring you have the necessary administrative support to be successful.

Dean Message to Faculty

This message is intended to be delivered by the Deans to the faculty face-to-face to introduce the Blended approach.

We recognize your enthusiasm and passion in providing the best possible learning experience for our students. We are committed to providing you with the tools you need to continue to be successful at DeVry.

Here is some important information regarding how the Blended approach impacts your teaching:

- Course content is stored, updated and delivered through a University-wide shared Web-based course shell. Feedback is compiled through the "RightNow" system.
- Onsite meetings are dedicated to reinforcement of course content through active learning strategies with a minimum of time spend on materials that are available in the shell, expect to clarify or elaborate on those materials.

- Local, certified Blended Champions will deliver training in the month prior to your first Blended course. The training is blended and consists of onsite F2F modules (which will take up to 8 hours to complete) and online training (which spans 3 weeks and will take up to 10-12 hours per week.) Blended training is required for all faculty who teach a Blended course.

Sample Email from Dean to Teaching Faculty

This email can be sent by the Dean to the Faculty whose course(s) will convert to Blended for the next session.

Hello Professor XXX,

As you may be aware, DeVry University is modifying its teaching methodology to what we call a Blended Learning Model. Much research has shown that the Blended Learning approach to teaching can enhance course delivery and student learning. One of the classes you teach (insert class here) is scheduled to move to this format in the upcoming semester (Fall/Spring/Summer YR A/B – Month 20XX).

Within the next few days, you will be contacted by your Blended trainer, Professor YYY. You are required to take part in this training which will provide you with the necessary tools for you to be proficient in teaching this Blended course. In order to successfully complete this professional training you will need to commit to attending onsite training (which will take about 8 hours to complete) and online training (which spans 2 weeks and will take 10-12 hours per week.)

I ask that you work with Professor yyy to ensure you are properly prepared, have a clear understanding of the Blended Model and are properly prepared to be a successful instructor in this new format. If you have any questions, please feel contact me prior to your training.

Thanks in advance for your assistance.

Dean Name

Sample Email from Blended Champion to Teaching Faculty

This email is can be sent from the faculty champion to teaching faculty who will be attending the Blended training and will teach a Blended course next semester.

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My name is *****. I am a ***** instructor in **City**, **State** and I have been involved in the training for and early implementation of DeVry's Blended Learning Model. I am very excited about the expanding roll-out of Blended Learning courses. We appreciate your involvement in this exciting and strategic initiative. We realize that it is challenging for all of us, but are excited about your participation in the training and continuous improvement process of DeVry and Keller's course delivery methods.

We appreciate your willingness to participate in the Blended Training Excellence Program. I look forward to our discussion of the online and face-to-face training that all faculty members will be attending as we continue to integrate Blended Learning courses into our curriculum.

I would like to schedule a time (approximately ½ hour) to review the Blended training requirements with you. Please know that I am also available to you on an ongoing basis as we move through the implementation process. Please contact me to arrange a time for this introductory meeting.

Warm Regards,

Blended Champion

DAA Message to Staff

This message is intended to be used to communicate the Blended approach to staff who will be supporting students.

Following this message, is a one-page guide that should also be distributed to support the staff member's conversations with students.

DeVry University has always been committed to providing innovative options to help students learn. Blended Learning extends this commitment to a new era of teaching and learning practice, one found across higher education today. The Blended initiative at DeVry brings together two worlds of expertise-joining the best of our onsite and online instructional methods.

Talking points to staff

- Our students, our programs and our counterparts have changed-in many cases dramatically.
- Learning tools have changed dramatically as have tools for career success.
- Research continues to strongly support fewer classes, higher focus, shorter timeframes, and greater use of technology tools.
- Blended training is required for all faculty who teach a Blended course.
- When enrolling students, it is important that you verify an active email account because one is vital to the faculty in communicating with the students.

Blended Learning Communication Plan Contributors

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APPENDIX E: ADDITIONAL BLENDED LEARNING RESOURCES

Print and Internet Resources

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Online Multimedia Presentations

Best Practices in Blended Learning (USC Rossier School of Education)

December 27, 2007 Presenter: Colleen Dietz, Director of Professional Development Programs (20 min.)

<http://www.youtube.com/watch?v=Oe61eFhxVM>

Sloan-C Workshops on Blended Learning Research Perspectives

(University of Illinois-Chicago) (October 13 and November 16, 2006) (3 hrs.)

<http://www.Blendedteaching.org/Blended Online Seminars>

APPENDIX F: LIST OF BLENDED CHAMPIONS

Here is a list of Blended Champions listed by the Metros in which they train.

Note: This list is current as of 08/12/2009.

First Name	Last Name	Metro
Tanya	Cannon	Atlanta Metro
Jeff	Frakes	Atlanta Metro
Sue	Henning	Atlanta Metro
Hank	Jordan	Atlanta Metro
Mary	Cole	Bay Area Metro
Katie	Fleener	Bay Area Metro
Victoria	Kim	Bay Area Metro/Fremont
Mark	Stackpole	Bay Area Metro
Maria	Neuwirth	Calgary Metro
Jolanta	Warpechowska-Gruca	Calgary Metro
Josie	Anagbogu	Chicago Metro/Chicago
David	Branigan	Chicago Metro/Tinley Park
Don	Carter	Chicago Metro/Tinley Park
Bob	Haluska	Chicago Metro/Chicago Center
Linda	Hjorth	Chicago Metro/Addison
Nathan	Keith	Chicago Metro/Tinley Park
Mike	Komos	Chicago Metro/Chicago
John Michael	Kyser	Chicago Metro/Tinley Park
Christine	Lewinski	Chicago Metro/Addison
Michael	Vasilou	Chicago Metro/Chicago
Barb	Bates	Colorado Metro
Catherine	McBride	Colorado Metro
John	Pax	Columbus Metro/Columbus
Tom	Pettay	Columbus Metro/Columbus
Mike	Stamos	Columbus Metro/Columbus
Corey	Clark	Dallas Metro
Kim	Grable	Dallas Metro
Ash	Mahaijan	Denver Metro
Charles	Trinkel	Denver Metro
Fritz	Attermeier	Houston Metro
Juliette	Bartlett-Pack	Houston Metro
Tom	DesLauriers	Houston Metro
Bob	Nugen	Houston Metro

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Ellen	Jones	Kansas City Metro
Kerrie	Murray	Kansas City Metro
Eileen	Nance	Kansas City Metro
Phil	Schuchman	Kansas City Metro
Jai	Jhu	Los Angeles Metro/Long Beach
Michael	Kalka	Los Angeles Metro/Pomona
David	Layton	Los Angeles Metro/Pomona
Ron	Perotti	Los Angeles Metro/Sherman Oaks
Harris	Schiller	Los Angeles Metro/Sherman Oaks
Russ	Walker	Los Angeles Metro/Long Beach
Nader	Dae	New York Metro
Gusteau	Duclos	New York Metro
Kim	Lamana-Finn	North Brunswick Metro
Bhupinder	Sran	North Brunswick Metro
Joy	Bruno	Orlando Metro
Angel	O'Keeffe	Orlando Metro
John	Callan	Philadelphia Metro
Jeffery	Nash	Philadelphia Metro
Jocelyn	Russell	Philadelphia Metro
James	Schneider	Philadelphia Metro
Rich	Johnson	Phoenix Metro
Chad	Kennedy	Phoenix Metro
Bohdan	Stryk	Phoenix Metro
Jitendra	Gangaram	Seattle Metro
Sherry	Mitchell	Seattle Metro
Bijan	Shahir	Seattle Metro
Kelly (Christine)	Adams	South Florida Metro
Michael	Bird	South Florida Metro
James	Kirk	South Florida Metro
Robert	O'Connell	South Florida Metro
Nia	Crawford	Washington DC Metro/Crystal City
Jennifer	Harris	Washington DC Metro/Crystal City
Rodolfo	Martinez	Washington DC Metro/Crystal City

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