Online Course Tutorial Support Information (OCTSI)

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All of Dr. Sinn's courses are configured 100% online. This is intentional to take advantage of the robust electronic delivery systems available at BGSU in Blackboard as the course shell classroom. The systems approach in Blackboard is consistent with courseware used in Dr. Sinn's courses, and certainly all areas currently understood and studied as total quality systems, including ISO, QS and so on. The advantages of online courses to students who are working and leading busy lives cannot be under stated. The delivery systems used in QS and other courses provides access on a 24/7 basis with degrees of freedom highly desirable to busy professionals on the rise. The systems lend themselves nicely to team work, collaborative problem solving and improvement, and growing knowledge collectively as portfolios like in Dr. Sinn's courses.

The OCTSI is documented as procedures or checklists to help all (flowcharts remain under development). Other specific materials to get started and use include syllabi, past project examples, courseware examples, and others at Dr. Sinn's portfolio website, www.bgsu.edu/colleges/technology/qs. The OCTSI is designed to inter-relate with course syllabi, ebook courseware, and all project activities, and all should be studied in general before beginning courses, and then used as support throughout, to assist. Other important points include:

1. Documentation information in OCTSI includes a glossary of terms, frequently asked questions (GOTFAQ), standard procedures, and checklists. Flowcharts remain under development, not included in this version of the OCTSI.
2. Course text is obtained by following SOP chart "Getting And Using CD Text" (GAUCDT).
3. Contact Dr. Sinn; jwsinn@bgnet.bgsu.edu (preferred); 419-372-6034 (office); 419-354-7989 (home); or 419-276-6034 (cell) any time.

Chart	Standard Operating Procedures (SOP), Checklists (CL), Flowcharts (under development)	Abrev-iation	Doc. Type	Last Update	#
1	Glossary Of Terms, Frequently Asked Questions	GOTFAQ	SOP	01-03	1
2	Startup Process Control Plan	SPCP	SOP	01-03	3
3	Total Course Process Control Plan	TCPCP	SOP	01-03	2
4	Critique Portfolio Assignment	CPA	SOP	08-01	2
5	Phase Long, Short Form Portfolio Presentation	PLSFPP	SOP	08-01	3
6	Portfolio Assessment Process Control Plan	PAPCP	SOP	08-01	3
7	Working In Groups	WIG	SOP	01-03	2
8	Required/Non-required Quiz/Chat Session	RNQCS	SOP	08-01	2
9	Making Up Missed Chat Session	MUMCS	SOP	08-01	2
10	Toolkit Assignment Outside team	TAOT	SOP	01-03	1
11	Getting And Using CD Text	GAUCDT	SOP	01-03	2
12	Blackboard Computer Configuration Requirements	BCCR	CL	12-00	1
13	Team Project Focus And/Or Site Checklist	TPFSC	CL	01-03	3
14	Team Critique/Phase Portfolio Assignment Checklist	TCPPAC	CL	01-03	3

Term, Concept, What Is….	Definitions, Additional Information Or Explanations To Frequently Asked Questions (FAQ's) Or Areas Of Concern By Students And Others
Groups	Groups is a prompt at the course welcome page which accesses most of the important upload, download, messaging, chat and other team functions in discussion board
Course Information	Course information is a prompt at the course welcome page which, when clicked will take you to several important documents used in the course: syllabus, startup activity, among others
Announcements	Announcements appear as a prompt at the course welcome page and are intended to help all stay abreast of the latest information in the course, issues, opportunities for improvement, etc.
Basic Portfolio	Portfolio refers to a collection or compilation of work which demonstrates where we are at a certain point in time, a sort of expanded "resume" detailing elements of our work
Team Portfolio	Team portfolio refers to a collection or compilation of work by individuals in a team focused on a common project or issue to be improved or resolved, communicated to others
Portfolio Presentation	The presentation of portfolios occurs regularly according to a rollout or schedule included in the course syllabus, usually six critiques and two phased presentations
Critique Portfolio	Critiques are team work completed regularly, based on assignments agreed to by team, delegating all work, with compilation of individual work occurring in total portfolio posting
Portfolio Phased Review	Three critiques done before midterm and three after, with a phased presentation of all work cumulatively articulated to address a problem or project for improvement
Toolkit	The "Industrial Technologists' Toolkit For Technical Management" is courseware for group improvement projects, detailed in SOP form, available via CD at BGSU Bookstore
Applications	Applications are SDA and RCA, presented as parts of each toolkit, requiring student interaction, and completion, applying principles from toolkit content into team projects
SDA Applications	SDA applications are Standard Dedicated Applications which are designed to apply specific content and theories in each toolkit, using MS Word Table format
RCA Applications	RCA applications are Required Critique Assignments which are repeated in each toolkit, giving opportunities for team improvement, evolving in portfolio, based on feedback
Startup	As detailed in SOP's, this provides the mechanism for individual and team start, and is the main focus of a course for the first few sessions, also paralleling one SOP in OCTSI
Numerical matrix	The numerical matrix is part of the RCA toolkit applications, TPPMA a system for internal and external team assessment of performance, completed by each team, posted with portfolios
Blackboard	Blackboard is a "shell" software used to conduct electronic courses, the actual electronic classroom used for most of Dr. Sinn's courses and electronic activities
Scorecard	The scorecard is a Excel spread sheet which tracks individual and group work, by points, for all activities in Dr. Sinn's courses, providing an indication of performance
Assessment	Assessments are done at the conclusion of each critique and phase review, completed to provide feedback for improvement to teams, incrementally
Checklists	Checklists are provided to assist teams in having a simple guide and checkoff system for helping them to assure that all parts of critiques and phase presentations are completed
Chats	There are various types of chats, all facilitated in Blackboard, each detailed in charts of these SOP's as robust ways to communicate in teams and grow systems for improvement
Required Chats	After portfolio is posted by team, instructor posts assessment as last page of portfolio. Team reviews assessment and required chat as scheduled in syllabus rollout, held in virtual classroom
Non-required Chats	Teams will typically want to, and need to, do additional chats beyond what are required and graded, just to effectively plan, organize and conduct their affairs, communicating routinely.
Discussion Forums	Discussion forums are located in Blackboard, specialized for each team, and available for all to do their electronic work, threading all content and process in the virtual classroom
Upload, Download	At the discussion forum, individuals can post or download documents as one of the key tools for communicating and doing the project work of teams, detailed in SOP's

Basic Configuration	The basic configuration required for doing courses is detailed as a last SOP, and should be observed carefully since the course is designed to be done on a PC, optimally

Step	Who, What?	Where, When?	Why, How?
1	Go to website	Access Blackboard system on internet at http://www.bgsu.edu, BGSU homepage	BGSU homepage, click "MY BGSU" lower left of homepage, accessing Blackboard
2	Authenticate MY BGSU	You must supply your POO, user name and access code, like using bgnet email	Follow prompts to get started in your course, all electronic functions at BGSU
3	Add your course	Use College of Technology (COT), identify specific course enrolled in	Clicking course at COT brings course to your personal MY BGSU page, start point
4	1st course access	After bringing course to you're MY BGSU page click on to open	Once opened, you should arrive at the welcome page for the course
5	Course welcome page	Welcome page appears, with "groups", "announcements", "course information"	General course information/tools; this is the way Dr. Sinn uses Blackboard to do courses
6	Startup entry point	Click on announcements first information at course welcome page, get started	Read informational notes, download syllabus, startup activity, OCTSI if not done
7	Become familiar	Read, navigate information, trial prompts, at course welcome page, use SOP's	All functions are further explored as SOP's in various OCTSI documents to be studied
8	Working in team forum	At course welcome page prompt click on "Groups" to access chats, forums, email	Learn more about these at chart 7, WIG; specific directions are provided there
9	Chat room discussion	At Groups, click group virtual classroom prompt to access chat room discussions	Chats are a key vehicle for communicating, team work, meeting, working with others
10	Course announcement	Course welcome page, at entry, check announcements by clicking on	Updated every 5-10 weekdays, critical issues in course, improvement opportunities
11	Forum, bulletin	At Groups, click group discussion board prompt to access team messages, work	Forum houses key documents, team work, materials for/from others, main course area
12	Forming team	Begin forming team, based on team leader and assistant stepping forward	Ideally, need leadership to complete the startup activity, and all else in the course
13	Completing startup	Startup downloaded electronically should be fully interactive at your computer	This allows you to start filling in all boxes and tables in the activities.
14	Completing startup	Teams form based on first come, first served; first 9-11 in become team 1	After 9-11 (10 optimally) are logged into one team, others arriving go to team 2
15	Completing startup	Do all forms in startup individually—reviewing all as required, responding	Best if tables to compile are assigned by team leader to reduce duplication
16	Completing startup	As forms are completed individually, post forms at team startup forum	As contributions accumulate all need to engage in review of one another's work
17	Completing startup	Team members each compile one form from startup	Take individual contributions from forum postings, compile in one format, grand form

| *Total Course Process Control Plan (TCPCP)* | jwsinn@bgnet.bgsu.edu

Step	Who, What?	When, Where?	How, Why?
1	Enroll	Registrar, Bursar facilitate enrollment process—work through MY BGSU	Official start point—must be enrolled in order to access Blackboard, MY BGSU
2	Get all documents	Via standard email, or download at instructor forum, course website	Need OCTSI information to work in Blackboard, form teams, get started
3	Teams begin to form	Electronically in Blackboard, starting with getting to know each other	Focus on project, infrastructure, team, identify like-minded persons, talents
4	Startup activities	All team members contribute, initial course functions, in Blackboard	Get individuals/teams going, familiarize all with procedures, systems, define team
5	1st to 3rd critiques	Main course function, all contribute collective learning, upload in Blackboard	Three critiques before midterm, three after, integrate assessment criteria, project
6	1st to 3rd assessments	Upload in Blackboard after team submits critique, based on syllabus outcome rubrics	Communication, feedback, use syllabus assessment matrix, improve portfolio
7	1st to 3rd team chats	Chat rooms, team and faculty in disciplined, planned dialogue based on critique feedback	Communication, feedback, key learning technique, all must prepare and relate to
8	Prepare phase I	Collaboratively in Blackboard, synthesizing, articulating critiques into grand portfolio	Major function, teaching and learning method in course, feedback into phase II
9	Complete phase I	Midterm synthesis of all critiques, articulated information, in Blackboard	One phase at midterm, phase II as final integrates all work for project focus
10	Assess phase I	Upload in Blackboard after team submits portfolio, based on syllabus outcome rubrics	Communication, feedback, use syllabus assessment matrix, improve portfolio
11	4th to 6th critiques	Main course function, all contribute collective learning, upload in Blackboard	Three critiques before midterm, three after, integrate assessment criteria, project
12	4th to 6th assessment	Upload in Blackboard after team submits critique, based on syllabus outcome rubrics	Communication, feedback, use syllabus assessment matrix, improve portfolio
13	4th to 6th team chats	Chat rooms, each team with faculty for disciplined, planned dialogue	Communication, feedback, key learning technique, all prepared to assist
14	Prepare phase II	Collaboratively in Blackboard, synthesizing, articulating critiques into grand portfolio	Accumulate all feedback from all critiques, phase I, into phase II to improve
15	Complete phase II	Final synthesis of all critiques, re-engineered information, in Blackboard	Phase II, final portfolio, integrates all work as project focus, demonstrate improvement
16	Wrap up course	Complete all requirements, student course evaluation	End of semester

	Critique Portfolio Assignment (CPA)		jwsinn@bgnet.bgsu.edu
Step	**Who, What?**	**Where, When?**	**Why, How?**
1	Download/Print	At computer, this entire SOP, be sure to actually use before needed	Provide SOP for presenting, uploading, completing critique portfolio, systemically
2	Doing each critique	After becoming organized in teams, and startup activities are done	This is the way a majority of work is done in course, at Blackboard classroom
3	Doing each critique	Follow rollout, criteria from syllabus to know when, what to do each critique	Step by step iterative process to help teams do their work, grow project, knowledge
4	Doing each critique	Assignments as SDA's and RCA's, delegated, completed for critique	Each piece independently done by each person is team aggregate for each critique
5	All do tool content	Read tool lecture, do assessment questions, prepare chat agenda	All researchers work, present in Blackboard, uploaded in forum for compilers
6	All do tool assignments	Do independent work, communicate in Blackboard team forum	Completed files presented in Blackboard, uploaded in team forum for compilation
7	All files are assembled	One document of collective work emerges--all do entire assignment	This is how the critique becomes a team portfolio of integrated, articulated work
8	Finalize, clean up	Team reviews draft portfolio, as assigned, final systematic quality check	All on team will want to assure that there work is well represented in portfolio
9	Submit one document	At instructor forum, critique is presented as portfolio	This is the final presentation done six separate times, and midterm, final

	Phase Long, Short Form Portfolio Presentation (PLSFPP)		jwsinn@bgnet.bgsu.edu
Step	**Who, What?**	**Where, When?**	**Why, How?**
1	Doing each phase	After becoming organized in teams, and three critiques are done	This is the way phases are done in the Blackboard classroom, integrating critiques
2	Doing each phase	Rollout in syllabus identifies when to do each phase, three tools	This is the step by step iterative process to help teams do work, grow phased project
3	Doing each phase	Analyze Portfolio Outcome Matrix Assessment in syllabus, requirements	Each critique component independently done integrates into total phase portfolio
4	All do each toolkit	Who will do each part, based on analysis of/by all, long and short	All work must be reorganized, synthesized based on larger project assignment
5	All do each toolkit	Do independent work, communicate in Blackboard, team forum	Reworked SDA and RCA files uploaded in team webct forum for compilation
6	All do assignment	Some on team create short form presentation, Power Point	This summarizes and overviews long form documentation, how to use
7	Understand long form	Synthesize documents, integrate, organize forms, all information	Data and documentation in forms address details in project, show improvement

8	Modify forms	As phases are built, some forms must be modified to synthesize	SDA's and RCA's must be built into "grand forms" to articulate knowledge evolution
9	Phase checklist	Use phase checklist to guide process of doing phase portfolios	Use checklists located at end of these SOP's to assist in reviewing/determining quality
10	All files are assembled	Each phase emerges, collective work of three critiques assembled	Phase portfolio is team presentation, integrated, articulated at midterm, final
11	Long and short forms ready	Long form is compiled grand SDA's and RCA;s, critiques further improved	Project solution is focus of work with team improvements based on toolkit content
12	Long and short forms ready	Short form is Power Point, executive summary and overview of long form	Explain how the documentation in long form was derived, how it works
13	Finalize, clean up	Complete team reviews, or as designated, for final quality	All on team will want to assure that there work is well represented in portfolio
14	Submit both documents	At instructor forum, portfolio is presented as long and short form	Present at mid term, final, in Blackboard at due date based on rollout in syllabus

6 of 14	*Portfolio Assessment Process Control Plan (PAPCP)*		jwsinn@bgnet.bgsu.edu
Step	**Who, What?**	**Where, When?**	**Why, How?**
1	Team posts portfolio	Blackboard by 12:00 PM, according to SOP's, syllabus rollout	One collective portfolio is completed, assembled in teams, to be assessed, faculty
2	Follow checklist, syllabus matrix	Final steps, or guide, preparation of portfolio based on outcomes needed	Portfolios prepared by teams as critiques or phases can improve via checklist, matrix
3	Faculty retrieve work	Faculty downloads portfolios, work by teams for assessment	Work assessed against standards from pages two and three of syllabus, checklists, matrix
4	Perform assessment	Electronically, from Blackboard, faculty assesses portfolio progress	Feedback for improvement, guidance, general communication with teams
5	Post team doc, ahead of chat	Faculty puts assessment on tail end of team portfolio, written and numeric	All should review progress, prepare for chats and next assignments
6	Record scores	Numeric score is placed in cumulative scorecard for all teams, for self tracking	All can review progress of each team, understand where they are relative to all
7	All work	Repeated according to above steps, use assessment for improvement	Routine communication, feedback, key learning technique for improvement
8	All work	Chats, each team with faculty for disciplined, planned dialogue	Communication, feedback, key learning technique, for further understanding
9	All work, as needed	Chats scheduled by team for disciplined, planned dialogue	Some chat is on process of doing portfolio and team issues, but also tool content, use
10	Portfolio grows knowledge	All documents, as well as threaded conversations, are available as archives	Teams can benchmark against themselves and others to clearly see improvement

Step	Who, What?	Where, When?	Why, How?
1	Download/Print	At computer, this entire SOP, be sure to actually read before needed	Provide SOP for presenting, uploading, doing various group work in classroom
2	Click on "groups" area	At course welcome page, click prompt to go to group discussion board	Discussion board is where much work is done, postings, messages, attachments
3	Click group discussion board	Group discussion board is where team functions are housed	Functions commonly used are chat, messaging, email, among others
4	Use team forum desired	Each team will have a separate team forum for each tool, phase assignment	Leave message, information, attachment, or respond to others—follow prompts to do
5	Leave message	Click "add new thread" to "create new message" or click an existing message	Start point of most work: messages, new or old, done in team forums
6	Basic Message	Complete "message" and "subject" prompts	Identifies the message in the bulletin of the forum, provides a title, nature of work
7	Basic message	Type actual message in main box of Blackboard, addressing after preparing	This is the next step to help explain what the purpose of the upload or message is
8	Attachments, in browse	Files in MS Word or other formats appear, configured for presentation	The files are presented in Blackboard, to be uploaded in chosen forum, after preparing
9	Select file type, file	Select type of file (usually "all files") and select file	Use "all files" since default is html (word files scramble if "all files" is not used)
10	Attach a file	Click "open", after preparing and selecting files in "browse"	Attaching files is basic tool for presenting files, all team work, long and short forms
11	Click "submit"	All files must be attached, prior to post function	If all files are attached, submit will finalize the upload to present work
12	Uploaded, check files	Click on message after all files are uploaded	Make certain work was presented, done properly, is present and can be opened
13	Check file quality	Use a different machine, location, possibly some one else	Separate check assures work was uploaded properly by doing download of same work
14	Download files	At "discussion messages" click work presented, noted by paper clip	If file was attached, "see attachment", click on to open, download
15	Save a file	Click on attached file, it should open in time as standard document	Save at your computer desktop, using same MS Word prompts as with any file, system

16	Close discussion forum	Upper left sidebar, when all preparation is done, click "back"	Do not leave machine open or unattended
17	File size	Keep file size at 2500 KB or smaller, watch graphics being used	Assure system remains unclogged and that all can up and download smoothly
18	Replies, discussion	Replies, discussion are OK at any time, mostly in your team forum	Final reviews of complete phase, critique work can be done, showing all replies
19	Final posts of work	Actual presentation of team work is placed in instructor forum	Reviews of complete phase, critique work by instructor are placed in instructor forum

Step	Who, What?	Where, When?	Why, How?
		Required/Non-required Quiz/Chat (RNRQC)	jwsinn@bgnet.bgsu.edu
1	Download/print	At computer, this entire SOP, be sure to actually use before needed	Provide SOP for required chat session, and for related activities as appropriate
2	Required chat at agreed to time/day	At group, team location, go to virtual classroom, startup time/day identified	Faculty present for focused discussion, thinking, team debate and improvement
3	Tutornet chat room appears	Tutornet is the chat room, it will say "chat loading" for a period of time	Screen will appear with lower area for chat typing and upper area for slide presenting
4	Name, typing, appear	In chat discussion thread, if properly configured, logged on, working	All on team contribute and grow collective views, raise questions/counter issues
5	Type message	At Tutornet Virtual Classroom type your message, and enter	After entering, it appears in box, and if it and your name appear it is working
6	Seeing chat info, getting credit	Only see information when you are logged on, participating intellectually	Participation, "in attendance" is when your name is seen on screen with message
7	Quit	Electronically in Blackboard, in virtual discussion room	Do not leave self logged in, inadvertently; credit received based on participation
8	Recorded info	All is recorded, watch professional behavior at all times	After done, copies are available as archives for all to study, benefit from, communicate
9	Total discussion	Most of the above must occur in 30-45 minutes of team chat-via Blackboard	Teams do session, using 30-45 each, day of scheduled/required chat
10	Assessment questions	Prepare assessment questions in critique for upcoming chat, articulated	Multiple questions each person created from tool reading, plus agenda for chat
11	All teams, class	Teams need to be prepared based on course rollout, plans, agenda	Behaviors should reflect a well organized and well managed, mature team
12	Disciplined teams	Teams ought not make rude comments, argue, repeat, disrespect	Professional behavior is being developed, reflected at all times
13	Post chat	At bulletin board, in team forums	This provides opportunity for all to review what was said and hold all accountable

14	Do team non-required chats	Teams do chats to communicate and improve, above, beyond requirements	Opportunity for all to grow and improve—do not have to do this with instructor
15	Chat, team called, non-required	No need to inform instructor, usually not present in non-required chat	Provides opportunity to analyze team performance, see depth of commitment
16	Chat, team called, non-required	If team needs assistance, has issues, areas of unresolved conflict or other	Instructor can be present to assist in improving team performance

Step	Who, What?	Where, When?	Why, How?
1	Review chat	At groups, team areas, in archives—total chat is reviewed, understood	This provides opportunity for persons who missed to review what was said, done
2	Complete regular work	Student assures that all other assignments, related, are done	Work must be done to enable student to be able to do chat make up effectively
3	Summarize chat	Generate a brief message in regular team forum for that tool/chat missed	Message summarizes and overviews the discussion accomplished by others in chat
4	Do assessment questions	Create two assessment questions, tool pro's, con's, improvement issues	Demonstrate mastery, general feedback for improvement, team communication
5	Post document, assessment	Place questions, issues, in team forum, integrate all into portfolio	All can review missing team member's progress and ideas related to chat, use
6	Email faculty, team, notify	After all questions, issues are well documented in forum, email all	This assures that all are aware of, and can use, in various ways
7	Record scores	Adjust cumulative score for person missing chat, appropriate points	Missing person may earn total points missed, depending on quality, robustness

Step	Who, What?	Where, When?	Why, How?
1	Team member has not done tool	At bulletin board, in team forum, others did assignment	This provides ability for persons missing assignment to complete, contribute
2	Retrieve work done by team	Student downloads work posted by others on team for assessment	Work must be assessed to determine what can be done to contribute to
3	Perform assessment	Based on assessment, do all assignments as normally completed	Feedback for improvement, communication with team, others, all inputted, contributed
4	Post documents, assignment	Place all work completed, at bulletin in team forum, email faculty, team	All can view team member's progress related to portfolio, integrated contribution
5	Record scores	Adjust cumulative score for person doing tool work, appropriate points	Missing person can earn total points missed, depending on quality, robustness
6	Portfolio based on experience	Persons not in course, or not on traditional team, considering doing	Wanting to satisfy experience-based portfolio development
7	Review all systems, work	Assess toolkit content, SDA's and RCA's against their work experience	Experience basis approximately 70-75 % match of work with toolkit requirements
8	Assuming good match…….	Proceed to document work experience consistent with portfolio requirements	If match is insufficient, proceed to take course in traditional team atmosphere

Step	Who, What?	Where, When?	Why, How?
1	Use tool provided in Blackboard	As part of startup, first tool needed in course is placed here to get all going	At "Course Information" prompt on course homepage, get and use first tool ASAP
2	Get course ebook at bookstore	Purchase ebook CD physically or electronically to get all other tools	Text is "Industrial Technologists' Toolkit For Technical Management"
3	Phone, email	419-372-2851; 866-517-9766; use	Some persons may not be able to physically

	Jacki Prowant	email to jprowan@bgnet.bgsu.edu	pickup, and it is mailed
4	Purchase at web, credit card	Go to http://bookstore.bgsu.edu, and follow prompts as outlined	prompt "merchandise", "software", "computer software" and make purchase
5	Use course text, after obtained	Next step in use of course ebook, courseware; load CD into CD-ROM	The book should be shipped within 2-3 days, once ordered.
6	"Start Here" once opened	After running in CD tray, at PC, let "humming" stop, then proceed	After reading general overview of the tools, go to set of tools specified in syllabus
7	Get toolkit needed for your course	There are six toolkits, a different one for each course, seven tools per course	Explore, identify all 42 tools, locate your course tools, get familiar with systems
8	Get tool required	Tools generally roll out in progressive chronological order with syllabus	Only the first tool is provided in Blackboard; all others must be purchased
9	Use course ebook routinely	Study overview documents placed at startup with early bulletins	Study toolkit concepts, systems in context of course, team project, inter-relationships

Blackboard Computer Configuration Requirements (BCCR) — jwsinn@bgnet.bgsu.edu — Y | N

Function	*Why/What*	*Configuration*	*Other Information*		
Clockspeed	Processor speed	466 mhz	Faster is better		
Memory	Capacity of work	64MB	Larger is better		
External drives	Added value	3.5 floppy; 20X CD ROM; 100MB ZIP	ZIP may be required		
Hard drive	Internal memory	8.0 GB	Larger is better		
Internet browser	Provider	Internet Explorer 6.0	Newer is better		
Operating system	Operating	Windows 98	Newer is better		
Word processing	MS Office Suite	MS Word 97	Newer is better		
Presentation slides	MS Office Suite	MS Power Point 97	Newer is better		
Spread sheet	MS Office Suite	MS Excel 97	Newer is better		
Web launch system	MS Office Suite	Frontpage 97	Newer is better		

Team Project Focus And/Or Site Checklist (TPFSC) — jwsinn@bgnet.bgsu.edu

OBJECTIVE/USE: Team should check Y (yes) on each question prior to moving forward, to know what a good site for a project may be. This should be completed as part of the startup process and submitted

QUESTION/ISSUE TO BE ASSESSED	Y	N
1. Have all team members reviewed the possibility of conducting a project at the proposed site and has this been discussed collectively, with consensus achieved?		
2. Have appropriate management persons at the site been contacted and all are aware of the possible project being conducted at their site?		
3. Have appropriate project objectives, steps, and rollout of work to be achieved been written and discussed to assist all in understanding the nature of the proposal?		
4. Does the startup plan demonstrate a reasonable project focus, objectives for the team, and steps and planning necessary to get started?		
5. Have appropriate project examples been reviewed by team and sponsors including documents at Dr. Sinn's portfolio, www.bgsu.edu/colleges/technology/qs?		
6. Has all appropriate information been shared with potential project sponsor relating to course conduct, and have all explored www.bgsu.edu/colleges/technology/qs?		
7. Has the team held its first chat, with the potential sponsor present, and assured that the potential sponsor is comfortable with this type communication?		
8. Is there at least one person on the team, or present on site, that can act as a team "liaison" to assure smooth flow of information as required for team to do its work?		
9. Is it clear to all how information is to be handled, to assure that no proprietary information is mishandled?		
10. Is it clear that digital photos and videos are important analyses and communication tools, and that they should be used, to all engaged in the project?		
11. Has startup information been provided by the potential sponsor to help team understand basic elements of the organization, background on the project and so on?		
12. Is it clear to the team how they are to approach the organization for visits, who to contact, when they are to visit, and other necessary protocol?		

13. Based on startup and first critique completion, have all on team begun to integrate work around project objectives, deliverables and other important areas of work?		
14. Is it clear to team what is expected by the customer, and are we moving together to address this within courseware and other infrastructure provided in the course?		

| ***Team Critique/Phase Portfolio Assignment Checklist (TCPPAC)*** | jwsinn@bgnet.bgsu.edu

OBJECTIVE/USE: Team should check Y (yes) on each item prior to placing the portfolio presentation document in Blackboard—placed at the end of each presentation—by team leaders or others.

QUESTION/ISSUE TO BE ASSESSED	Y	N
1. Have all team members satisfactorily completed their assigned parts and placed their name on all areas where they have contributed to the portfolio process?		
2. Is team leader, assistant leadership shown, both in tabular form, and based on overall guidance and management of work completed, showing a quality portfolio?		
3. Have all table formats in applications been completed, compiled as a team portfolio document of all critiques and all researcher work?		
4. Has the total document been checked by all on team to assure no typos are present, one font and size are used consistently, and all are pleased with general quality?		
5. Have appropriate examples been reviewed and integrated by team including electronic documents at Dr. Sinn's portfolio, www.bgsu.edu/colleges/technology/qs?		
6. Have all done at least one IRAAA as part of the presentation, using consistent tabular format, and reflecting a balanced, good quality, blend of professional sources?		
7. Has team reflected both toolkit content and project perspectives, within general guidelines provided, and in a balanced manner, in the portfolio presentation?		
8. Has team successfully reflected all rubrics identified in the syllabus matrix for assessing critique and phase assignments, as part of portfolio presentation process?		
9. Does Blackboard show sufficient evidence of team successfully working electronically, via postings and chats, to grow critique/phase work as reflective portfolio?		
10. Did each team member satisfactorily participate in RCA and SDA forms, as a researcher and compiler, and properly identified and assessed by all?		
11. Do critiques exhibit appropriate electronic portfolio teaching and learning principles and elements, leading into a phase presentation, mid term or final?		

12. Is the team reflecting appropriate assessment issues via objective findings, conclusions and recommendations using RCA and SDA forms to drive the analysis?		
13. Is portfolio organized for project driven, incrementally improved, thoughtful and stimulating knowledge growth, grounded in team core values, process, culture?		
14. Does the portfolio reflect a team improving, communicating effectively, teaching and learning in cross functional ways, and holding one another accountable?		
15. Has a chat agenda been built based on issues and opportunities encountered in the critique completion, and have all had the opportunity to input on this agenda?		
16. Is documentation in forms clearly integrating bibliographic sources identified in IRAAA's with problems and opportunities in the project, supporting team findings?		
17. Has the team organized the critique and phase portfolio presentation according to PPDPOA "table of contents" type logic, using page numbers, topics, etc.?		
18. Has the team completed their individual and collective assignment according to schedule and on time, including review by others to improve before final posting?		
19. Does team understand that improvement occurs critique to critique, by design, and feedback, course announcements, information in course SOP's, syllabus, etc., can help?		
20. Do all understand that three critiques are done before mid term and three after, and that all should cumulatively reflect and synthesize, via grand forms at phases?		