



[WHY ACCT](#) [ACADEMICS](#) [ADMISSIONS](#) [RESOURCES](#) [CALENDAR](#) [ONLINE](#) [CONTACT](#)

Moodle

A

**Virtual Learning
Environment and Platform**

For

**Online Distance Education
&
Learning**

September 19, 2013

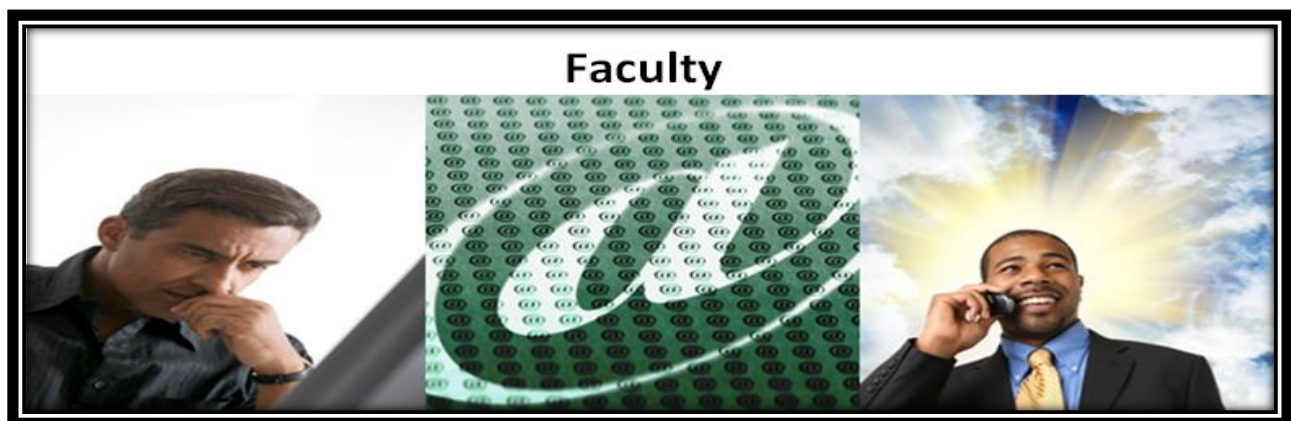


WHY ACCT ACADEMICS ADMISSIONS RESOURCES CALENDAR ONLINE CONTACT

Mission

The American College of Commerce & Technology Online (Distance Learning) Program mission is to develop students and disseminate knowledge through research, education and training that promotes academic, social and economic value and strengthen individual, family, and community well-being in this diverse and increasingly global environment of the United States of America and beyond. At the American College of Commerce & Technology, in today's world, education never ends, that is why it shall offer courses dedicated to bringing you the best, latest information and affordable learning.

It is designed for students to attend classes as scheduled and enable them to work towards their personal and professional objectives with relatively minimal disruption to their personal and professional responsibilities. Each class consists of scheduled course work supported by online and off-line activities with the instructor. Students Focus on a single subject matter at a time to enhance their ability to manage a complete study schedule with work responsibilities. It also facilitates integration with student practice both in the field of study and in situations on the job. Because of the intensive nature of course work, full attendance to all classes and full participation in online components of courses are required for credit.



The faculty consists of dynamic community and globalized professionals bringing their experiences into the online classroom. Instructors are available by internal message and telephone systems. They can be reached for immediate answers during their posted office hours and will respond within 36 hours to any questions received outside of these hours. Instructors may also communicate

with students via other electronic means such as: Online Chat, Skype and Viber. Because class sizes are kept small, instructors also serve as the student's tutor. Students and instructors can interact in a chat-like manner that allows for real-time discussion and example exercises. If the instructor's posted office hours conflict with a student's schedule, special arrangements can be made.



The student body is ethnically, economically and geographically diverse. Many students are recent college graduates, while others are looking to change careers or enhance themselves for other purposes. All students are united by their pursuit of a quality academic experience and their commitment to making a significant difference in a variety of settings like government, the nonprofit sector, international and corporate worlds.

The online (Distance Learning) program permits students to complete their academic requirements while remaining employed full-time or part-time without losing the salary and benefits of employment, as well as, serve those students who have other legal, distance, personal or professional responsibilities. The pace of classes and ability to concentrate on a single subject matter at a time is conducive to students managing their academic, personal and professional life.

The American College of Commerce & Technology provides an extraordinary combination of outstanding faculty, staff and quality affordable education support. Notwithstanding, the program supports the objective tradition and passion of committed students to be leaders and serve society in policy, academic, clinical, personal and professional settings.

Coursework Content

At the discretion of the instructor, students will or may be required to participate in some group projects, but most assignments are completed on an individual basis. Homework assignments are posted at the beginning of the week and must be completed and submitted by the due date. Typical assignments include a discussion question or two based on the lecture and/or reading (with replies and comments on classmates' posts), and written assignments or tests when due. Depending on the course, students may be required to write essays, complete term projects, and/or take exams. Instructional materials differ for each course but may include electronic textbooks, website links, voice-over PowerPoint lectures, journal articles, case studies, and interviews.

Course Calendar & Attendance

The American College of Commerce & Technology offers four quarter terms (Fall, Winter, Spring and Summer) each year and is comprised of ten/twelve week terms. Students are not required to be online at a specified date or time. However, students are expected plan on logging in at least two different days each week for an online weekly total of approximately three hours. Additional time offline will be needed for study and assignment completion.

Virtual Learning Environment and Platform

The American College of Commerce & Technology supports an online virtual learning environment (VLE), or learning platform, which is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external resources such as academic, library or museum website links. It is also a place where students and instructors can interact through threaded discussions or chat that includes a content management system.

This learning environment can also be integrated with a physical learning environment (on-campus) and referred to as hybrid blended learning. Online learning can take place synchronously or asynchronously when scheduled. With synchronous courses, participants meet in “real time”, and teachers conduct live classes in virtual classrooms. Students can communicate through a microphone, chat rights, or by writing on the board. In asynchronous learning, which is sometimes called “self-paced” learning, students are expected to complete lessons and assignments independently through the system. These courses have deadlines just as synchronous courses do, but each student is learning at his own pace.

The virtual learning environment can also include students and teachers “meeting” online through a synchronous web-based application. The instructor is able to present lessons through video, PowerPoint, or chatting. The students are able to talk with other students and the instructor, as well as collaborate with each other, answer questions, or pose questions. They can use the tools available through the application to virtually raise their hand, send messages, or answer questions on the screen given by the instructor or student presenter.

Due to globalization, day, time and electronic transmission differences, the American College of Commerce & Technology relies on the asynchronous delivery of education and learning for the following reasons:

- Simple, doesn't require synchronization of both communication sides
- Cheap, because Asynchronous transmission require less hardware
- Set-up is faster than other transmissions, so well suited for applications where messages are generated at irregular intervals, for example data entry from the keyboard and the speed depends on different applications.

American College of Commerce & Technology

Bridging Education, Technology, Students & Moodle

The American College of Commerce & Technology uses Moodle as an effective user friendly virtual learning environment and platform for its online mission. The acronym means “Modular Object-Oriented Dynamic Learning Environment”, a free software e-learning platform, also referred to as an eLearning Management System, or Virtual Learning Environment (VLE). Originally it was developed to help educators create online courses with a focus on interaction and the collaborative construction of content, it continues in its evolution and contributions.



Moodle has several features the American College of Commerce & Technology accepts as representative of its interest in an e-learning platform with a filtering system, and supports educational learning to include many types of environments for teaching, training and development as well. Some typical key features of Moodle are:

- Assignment distribution and submission
- Subject matter discussion forum
- Files and data upload and download
- Grading, scoring or performance measurement
- Instant messaging for participants
- Online calendar
- Online news and announcements
- Online testing capabilities

As a major part of its e-learning delivery system, it effectively facilitates teaching and learning. Moodle is accessed by logging in at <http://elearning.acct2day.org/login/index.php>. The resources provided are for faculty and students to become more familiar with the Moodle learning environment.



Student Focus

In order to succeed in an online class, students need and are expected to have the required level of computer skills, motivation and a commitment to learn and work on their own. Online classes are great for students who can take the initiative to complete required coursework without the direct supervision of a professor. The academic standards at the American College of Commerce & Technology for online courses are the same as those for all other courses it offers.

For asynchronous online courses, all classes are online, but there is the possibility that some exams will be taken in a classroom or administered by a proctor. Students will receive written directions from their instructor. The interaction between the instructor and the students (and among students) is based on writing and reading of postings and continuous participation in an online discussion forum. Students are expected to write and read a lot in addition to the textbook, lectures and other required readings. It is expected that all students will be able to express and communicate effectively in writing.

Student Responsibilities

The American College of Commerce & Technology online courses provide students with a flexible and convenient way to learn, and this means online learning is not easier than in the traditional classroom. Online courses offer the same opportunities for learning and growth, and the chance to challenge self as a student. Students must have computer skills, need to be motivated, dedicated and determined with their studies online.

Working Knowledge of Computer Skills.

- Creating and naming/renaming folders.
- Saving, opening, and placing files inside folders.
- Opening and working with more than one application at a time.
- Protecting your computer against computer viruses.
- Creating a document in a word processing program.

- Naming, saving, retrieving, and editing a document.
- Sending email and attaching files to an email.
- Browsing and surfing internet websites.

Ability and Interest Communications and Participation.

- Be willing and able to communicate with classmates and faculty online.
- Must participate in weekly online activities. Students are required to log into their course one or more times per week to view announcements, participate in class activities, assignments, online discussion and quizzes and tests.
- Complete the online assignments, quizzes, and activities by the due date to allow instructor adequate time to review work and provide feedback.
- Contact instructor with course related questions by course mail well in advance of due dates and allow 48 hours for a response to questions raised.

Time Management.

- Student time management is an important factor in completing any coursework, especially for online courses. Successful online students have to be very organized in their studies and take responsibility for their own learning.
- Students must determine what time of day they can best focus on their studies. It is very helpful to have a set schedule for studying. Many students find it is best to get into the routine of sitting down at the same time each night or for the same hour each morning to ensure they can stay on top of their work and not fall behind.

Balancing Personal Obligations.

- Many students choose to take online courses because of the convenience. Many are working full-time, or live too far from a campus or raising a family. Balancing school and other important aspects of student life can become a juggling act.
- The greatest strength of online courses is that students can study around their own schedule. It is up to student to find time for their coursework and to make the most of it. When the student studies, they must avoid distractions, such as phone calls or television.

Study Environment.

- It is recommended that students should have a well-lit place to study that is free from. If the student can't escape in-home interruptions, they can work on campus, at their local library or school or at some other convenient location of their choosing. Schedule a designated study time when and where there can be a distraction-free environment.

Participation.

- It is important that students take an active part in their online education. Just because the student cannot see the classmates or instructors face to face does not mean that they cannot

interact them. Online courses are designed to include or allow for group discussions and online chats.

Questions.

- Students must not be afraid to ask questions. As an online student there are several ways to get the answers you are seeking. Students can always send an email message to the instructor for clarification, just be sure to ask early enough to get a response well before any pending deadlines or due dates. Students can also turn to their classmates for help by email or by posting questions in the discussion forum to gain other students' knowledge and insights.
- It is also important for students to do their best to try and find answers for themselves, because they are bound to learn other answers in the process if possible.

Get out of it What you put in.

- The more effort the student puts forth in their online courses to comprehend the material the more likely they are to succeed after the course is finished. As usual, the more extra effort during the course, the more it will lead to a better, more lasting outcome and experience.
- Online courses have a lot to offer students who dedicate the time and focus to getting the most out of their courses.

Student Expectations

The American College of Commerce & Technology Moodle online environment is designed as a highly interactive, collaborative learning environment with small student to faculty ratios that require students to actively and effectively collaborate in class discussions and participate with respect and understanding for diverse points of view. Therefore, students are expected to:

- Acknowledge and demonstrate respect for the personal and professional growth of oneself and others in verbal and written interactions with faculty and student peers.
- Assess one's own and others' interpersonal strengths and weaknesses by constructively utilizing and providing feedback.
- Recognize one's own personal and professional values and the personal and professional values of others in the class.
- Demonstrate self-reliance and self-direction in setting and completing individual and group learning goals and objectives.
- Demonstrate respect for faculty, peers, and staff regardless of gender, ethnicity, sexual orientation, or religious, moral, or political beliefs.
- Acknowledge that conflicts and the resolution of conflicts, between individuals and among groups, are integral to the collaborative online learning process, and demonstrate responsibility for resolving these conflicts while maintaining respect for all individuals involved.
- Accept responsibility for working collaboratively in the learning process and for the achievement of the learning outcomes linked to group performance.

- Maintain confidentiality and acknowledge individual privacy in the communication of personal or professional information about one's employer, other students, or their employers.
- Maintain the highest ethical standards in the preparation and submission of assignments. Intentionally using unauthorized materials, information, or study aids in any academic assignment or representing the words or ideas of another as one's own in an academic exercise will follow the American College of Commerce & Technology Student Academic Misconduct / Disciplinary Procedures.
- Observe the American College of Commerce & Technology Anti-Discrimination and Harassment Policies and avoid creating a hostile or offensive learning environment that hinders or interferes with any student or faculty member.

All participants are accountable for compliance with the American College of Commerce & Technology Online Expectations and Student Responsibilities. Actions, verbal statements, and written statements which threaten or violate the personal safety of any faculty, staff, or student, or any conduct which interferes with the educational process or institutional functions will be referred for appropriate action.

American College of Commerce & Technology

APA Writing Style

Click: [Information Sheet Examples](#)

Students and Staff

The American College of Commerce & Technology requires students to apply the APA writing style in all primary writing assignments. APA citation style refers to the rules and conventions established by the American Psychological Association for documenting sources used in a research paper. APA style requires both in-text citations and a reference list. For every in-text citation there should be a full citation in the reference list and vice versa.

When writing a research paper, APA style requires that citations are located both in the text of the body, as well as in a formal reference list section of the document. This article provides some general guidelines on how in-text citations should be formatted. For a more in-depth explanation, consult pages 169-179 of the Publication Manual.

For any in-text citation (in the body of the report) there should be an entry in the reference list, and the same goes for the reverse as well - any reference list entry should match an in-text citation. When using APA format follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source document should appear in the text like: Richards (2001). A more complete citation should appear in the reference list at the end of the paper.

Writing Check Grammar & Sentences

At the American College of Commerce & Technology students write documents that are going to be seen by others, and they are expected to check their writing to ensure that it makes sense grammatically. They may be composing an essay for their course, creating an article for a website or working on a business project. No matter the need, students are expected to use writing support tools or an editor to check their grammar and sentence structure so that they can present their writing in the best way possible.

Writing an essay is never a simple task. Every essay is written in a specific format, and there are different formats that can complicate the writing. Among the potential problem areas is sentence structure. Inaccurate or poorly written sentence structure not only distracts from the essay's point, but it also displays amateur writing skills.

American College of Commerce & Technology Compendium Recommendations for Moodle Online Students

The Ready Student

Technical Issues

- Has access to an Internet connection.. Having access to an Internet connection, preferably a high-speed connection is a key component support to learning online.
- Has access to a computer at home, school, library or work. An up-to-date computer will allow you to access course content, view multimedia files and engage in online forums and discussions with a minimum of problems or issues.
- Has current software. Viewing multimedia files is an important part of online learning. Computers that are too old or too slow may not have or run the appropriate software that allows key types of documents or files to be downloaded quickly or viewed at all. Other software such as Microsoft Word allows you to complete assignments and submit them online. Check your course syllabus for each class to see if any special software is required.

Materials

- Has required textbook(s) as required by the instructor. Most instructors have a textbook (or two) that they ask students to read, and will refer to throughout the course. Follow the syllabus and know what the requirements are. Whether some or all of the class is online, you must still keep up with the reading and assignment materials.
- Has updated software and hardware. Yes, this is already established in the "Technical Issues" above, but it may require repeating. Check your course syllabus for each class to see if any

special software is required and if any special hardware is required, such as a headset with earphones and a microphone.

Study Environment

- Identifies a place that provides an environment conducive for studying. Find a place that is well lit, well ventilated, and is free from distractions. If this place is at your residence establish that you are studying, or taking an online class or test.
- Is prepared because procrastination will make things harder. Normally, some assignments may seem more difficult than others. If you have trouble, contact the instructor or your support group immediately, share your thoughts and devise a strategy for undertaking the assignment.

Organization

- Is organized as an important and key part of online learning. Planning and organizing leads to less stress and confusion especially when multiple assignments and projects are due. Follow the syllabus. Know the due dates. Break larger assignments into smaller pieces and complete them.
- Makes the appropriate time commitment and manages time wisely. A good rule of thumb is that a typical, 3-credit course should take approximately three hours of class time per week plus an additional six hours of study time per week. In other words, you should be dedicating about nine hours per week to each course. Your online courses are no different in this regard.

Support Network

- Establishes access to support group(s). There will be times when some tasks seem confusing. It is during these times that being able to talk with the instructor will help make things clearer. At other times having family, friends, or other students to talk things over with will help relieve stress or confusion.
- Knows how to get technical support at the American College of Commerce & Technology. Student Computing Help can be reached online or by phone, 703-942-6200.

Successful Student Learning

Online learning requires commitment from the student. The student must complete all work on time and stay current with assignments. This proposal will provide you with ideas that will help you succeed in the online environment.

- Be open-minded and share experiences during learning process. The online environment should be a place where students are free to express themselves. The student has time to think carefully about what they want to say before sharing.
- Communicate through your writing. Most communication is written, so it is very important that students are able to express themselves and their thoughts in a written format.
- Be disciplined and self-motivated. Students are responsible and committed to keep up with the course workload. The instructor will not always be able to tell if the student is having trouble if assignments are not completed on time.

- Meet all time commitments and requirements for the course. On average, many students feel that online courses require more time and commitment than traditional learning environments. For some students this is very true.
- Use critical thinking and decision making in your learning process. Students must be able to receive information and carefully consider all solutions or other alternatives before responding.
- Think through ideas before responding. Your responses are vital to the learning efforts of the group as a whole. The input you carefully consider before responding will enlighten and enhance the learning environment for everyone.
- Understand that high quality learning can take place in an online environment. Your input and participation are the keys to success. An online learner is expected to use technology correctly and communicate effectively in writing.
- Set aside a place that provides a conducive study environment. Find a place that is well lit, well ventilated and a minimum number of distractions.

Advantages of Online Learning

- Flexibility. Online students are able to learn and study at their own pace. Students have freedom work on their schedule.
- Interaction. Team learning is encouraged because online learning focuses on learner-centered instruction. Discussion forums and the sharing of diverse materials increase student inaction in the course.
- Technology. Online learning teaches technology skills that will help students excel in the workforce.
- Team Learning. Online learning facilitates team learning where individuals can work together online to complete activities.

Challenges to Online Learning

- Isolation. An online environment can sometimes feel more isolated than the traditional classroom setting. Students taking online course do not always receive the same kind of social interaction those students would receive in a traditional classroom.
- Support. Sometimes, instructors cannot provide the instantaneous feedback online that they could give in the classroom. It may be up to the student to take a more active role in seeking feedback from the instructor and fellow students in an online class. Also, students may encounter technical issues during the course, so it is important to contact student support for help when these situations arise.
- Technology Requirements. Students must have access and knowledge of certain technology. Your computer system must have meet minimum standards and have a high speed internet connection.
- Different facilities. An online learner will not necessarily receive the same facilities as a student on a traditional campus, though an online equivalent may exist (e.g., online library course reserves).

Student Netiquette Sensitivity and Respect

- Always Remember: We are human beings and computers have given many of us the impression that we are writing to a machine rather than to another person. We are using the computer as a tool just as we use the telephone to communicate and interact with others and their varying human behaviors.

Received Communications

- Pardon the inaccuracies of others and possibly reveal something better. It is also possible that a “yes” in the minds of some may mean “no” to others do to diversity, different cultures and globalization. Listen well “through the eye” rather than only “with the eye”.
- Most people have said something that they regret, or sent email message that could have been written better. Bottom line, be willing to apologize, accept apologies and move on. Notwithstanding, always respect the privacy of others.

Sending Communications

- Accept and practice the standards of good behavior: Be polite, sincere, and respectful and avoid gossip online. Share expert knowledge and help others understand the assignment and learn the content.
- Present yourself well online. Check spelling, re-read for grammatical errors and organize communications for easy responses. Avoid angry, hostile and abusive electronic communications, and project an image of a good person. Anyone can try to move other participants away from inappropriate comments.

Composing Email

- Think about using humor carefully. It is important to understand what seems funny to you may not seem funny to others. Jokes and sarcasm can be offensive, and witticisms can be flat. Be sensitivity to diversity, different cultures and globalization.
- Be sure to identify yourself and focus your wording according to the audience or participates. Write short paragraphs they are more readable and avoid the problem of too much text on the screen. Shorter lines are easier to read on the device screen. For example: consider a newspaper or magazine column.

Organizing Communications or Email

- Provide headings or titles to help the reader relate to and preview specific information regarding what you are communicating or discussing in a way that will support participant comprehension and memory. For example: “Lets Study for Comprehensive Quiz Regarding Chapters 1 and 2” is much more informative than “Lets Study for Quiz.”
- Separate your paragraphs with blank lines, make questions clear and avoid the condition of writing a statement instead of the actual question. In other words, be sure to ask the question you mean to ask in as specific, concrete terms as possible.

- Use only upper and lower case and remember, the use of “ALL CAPS” if not an acronym, could imply screaming – a practice and experience you don’t want to have. Consider the opportunity of sending your message to yourself to see what others before you send it to them.

Continuing Email Conversations

Respond to email received within a reasonable time frame which is considered based upon the recipient’s expectations and the subject being discussed. Also consider whether it is important to trim old messages at the bottom of an email so as to keep your message size from getting too large and to keep your messages looking clean.

On-Line Distance Learning Resources

The American College of Commerce & Technology (ACCT) is committed to on-line distance learning academic objectivity and student success. Its instructors assigned provide high-quality academic experiences and support students as they work toward their educational goals. The Online faculty and staff members work collaboratively in a supportive academic environment, partnering with student advising and the academic team to ensure that each student has support, tools and resources needed to be successful.

As ACCT professional instructors they are responsible for consulting with other on-line and classroom instructors, and administrators on methods to achieve success in the delivery of higher education. They are accountable for the effective service, support, and collaboration with the ACCT key participants including student success products as well as the events related to course and content delivery. The ACCT Professional instructors build relationships with faculty and shares counsel and support regarding teaching in the classroom and online. This includes curriculum design input and support, workshops and webinars, coordinate training efforts in other disciplines, and provide effective support in the training of others.

On-Line Professional Instructor Duties and Responsibilities:

1. Builds relationships with other professors, instructors, administrators and staff at the college level. Provides educational and pedagogical support for instructors and students in their efforts to assist students to succeed in the classroom and online.
2. Provides assistance with training and technology issues. Consults with educators on questions of success in the classroom or on-line, particularly in the use of technology, strategies, and curriculum design.
3. Is accountable for the effective service, support, and collaboration with key participants leading to increasing student effectiveness and higher education products, technology use and services.
4. Participates in On-Line strategic planning, consultation, faculty development, services and programs, demonstrating effective skills, including effective time and resources use.

5. Explores and provides information and feedback from the marketplace on needs and trends the benefit ACCT and students. Keeps informed of pertinent issues and recommended solutions.
6. Coordinates with on-campus workshops and assists in determining the most appropriate venue for training and learning.

Depending on the content area and level of instruction, ACCT online professional instructors are required to have academic qualifications in the content area, a relevant graduate degree and professional experience. Teaching and/or relevant training experience in an online mode is also a requirement, although some on-the-ground/campus teaching experience may provide training in a relevant online learning management system may be respected. Although not a conclusive determinate, online professional instructors are expected to have as much up-to-date technology training as possible, especially for courses that integrate teaching methods with technology. Education technology coursework learning environments covers emergent technologies in higher education, and professional instructors are must know or learn how to design online courses and use multimedia to enhance the online learning experience of students.

Support Resources On-Line Distance Learning

The American College of Commerce & Technology (ACCT) strives to create and conduct programs that help students become successful, insightful and innovative as related to academic and personal goals and objectives. Therefore, ACCT offers a variety of academic resources for on-campus and on-line students to use while enrolled in an on-campus or online course.

Provided is a collection of trusted resources aimed at helping online students succeed at ACCT regarding their academic interests, therefore, students, staff and faculty have direct access to information and data not limited to on-line and on-campus, in support of efficient study skills, test taking, and resources for important academic research and term papers.

As described in the ACCT On-Campus, ProQuest Electronic & Public Libraries Policy the use of ProQuest Electronic Library and Resources are intended to support the needs of higher education students, instructors and academic research. ProQuest is key and supports our interest and solutions with experience drawing on 70 years of collaboration with academic libraries around the world to shape new information services and solutions. It works closely with advisory boards to understand what's coming next and to leverage the latest content and technology in new solutions that are tailored to emerging library needs that serve **undergraduates, graduate** school students, faculty, and researchers. Notwithstanding, the availability and applications ACCT is further enabled with accessibility and convenience of direct and plentiful other sources that also complement the ProQuest Research Library and other resources developed within ACCT as presented in policy. As an accompaniment the following are applied:

Study Guides and Strategies: [Ten Tips for Terrific Test Taking](http://www.studygs.net/tsstak1.htm)
<http://www.studygs.net/tsstak1.htm>

An educational public service helping learners succeed since 1996: over 10.4 million visitors in 39 languages in 2011.

Study Guides and Strategies: [Taking Online Tests](http://www.studygs.net/online/onlinetest.htm)
<http://www.studygs.net/online/onlinetest.htm>

An educational public service helping learners succeed since 1996: over 10.4 million visitors in 39 languages in 2011.

The Purdue Owl: [Research and Citation Resources](https://owl.english.purdue.edu/owl/section/2/)
<https://owl.english.purdue.edu/owl/section/2/>

The Online Writing Lab of the Purdue Owl is a nationally used writing resource for teachers and students. The writing lab will help you incorporate information sources such as books, journals, interviews, or internet into your research paper using APA, MLA, or Chicago Manual of Style.

[Purdue OWL: ESL Instructors and Students](#)

owl.english.purdue.edu > ... > [ESL Instructors and Students](#)

For access to all OWL **resources**, click here. Please click on the links below to access **resources** for ESL instructors and **students**: Grammar and Mechanics

RefDesk - A free and user-friendly website, RefDesk is the place to go when you need fast facts and essential reference tools. The site has encyclopedias, dictionaries, atlases, maps, calculators, converters, quotes, a fact checker and much more.

<http://www.refdesk.com/>

Bureau of Labor Statistics - The U.S. Department of Labor's Bureau of Labor Statistics is an excellent source for information on inflation, wages, consumer spending, employment, demographics, business costs and much more.

<http://www.bls.gov/home.htm>

Virtual Reference Shelf - This site features select web resources compiled by the Library of Congress. The Virtual Reference Shelf includes links to encyclopedias, dictionaries, thesauri, almanacs, calendars, clocks, maps, consumer information, quotations and other high quality resources.

<http://www.loc.gov/rr/askalib/virtualref.html>

Encyclopedia.com - This free online library hosts reference works, such as Oxford Dictionaries and the Britannica Concise Encyclopedia, as well as millions of magazine and newspaper articles. Encyclopedia.com's handy search tool makes it a cinch to find what you're looking for.

<http://www.encyclopedia.com/>

U.S. Census Bureau - The U.S. Census Bureau American FactFinder is an incredibly useful tool-- particularly if you are looking for population, housing, economic, and geographic data.

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

Library of Congress - The nation's oldest federal cultural institution is also the largest library in the world. Some of the resources available here include historical documents, manuscripts, artwork, maps, photos, letters and film.

<http://www.loc.gov/index.html>

Improving Your Note-taking skills

Classes: Note-taking, Listening, Participation

Information presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of note-taking and listening. The following resources provide tips on how to recall more information from your lectures through active listening and purposeful note-taking. In addition, lecture notes can be a critical tool for preparing for exams. Suggestions are provided for how to use your notes regularly to review.

<http://www.dartmouth.edu/~acskills/success/notes.html>

[Academic Skills Center](#)

Offered are a variety of suggestions and resources for maximizing your academic experience. View an on-line video, read about helpful strategies, or download a handout. You can either search for resources by category or by format.

<http://www.dartmouth.edu/~acskills/success/index.html>

World Public Library houses over 750,000 electronic texts, making it the single largest collection of online resources assembled under one roof. With an almost perfect record of uptime, World Public Library offers materials for research, study, teaching, and collaboration on every topic imaginable. From medicine to religion to history to economics and more, students can resort to this site whenever they need references, new perspectives, or additional material during the course of study.

There is a fee to gain access to World Public Library, but the \$8.95 for an entire year of access is relatively small considering the amount of information the Web site delivers.

<http://worldlibrary.net/Public.htm>

Online Resources for College Students

The Student Center Network

The Student Center Network is a lively online community for teenagers, high school and college students. With nearly 1 million members on their social networking site, this website offers a vast amount of information concerning scholarships, financial aid, student housing, student health, etc. The network offers online forums for students to ask specific questions and engage in dialogue with other students around the world. It is also active on various social networking sites, including Twitter and YouTube. A website rich in valuable content, The

Student Center Network offers ample moral, academic and leisure support all in one convenient online hub.

http://www.ehow.com/list_6552251_online-resources-college-students.html

Subscriptions

Electronic TextBooks and Resources

ACCT provides access through CourseSmart the world's largest selection of textbooks as **eTextbooks**, free for instructors and up to 65% off for students. CourseSmart has a website that currently provides more college textbooks online in eTextbook format than any other website in the world. Providing students with the majority of the popular college textbook titles in a standard online format a reality in today's technological landscape. By combining resources major companies CourseSmart offer seemingly unlimited potential with backing from Pearson Education, McGraw Hill Education, Cengage Learning, John Wiley & Sons, the Bedford, Freeman, Worth Publishing Group (publisher of Macmillan textbooks), and the F.A. Davis Company, CourseSmart and ACCT Subscription regarding textbooks can be found online with links from ACCT.

The CourseSmart is subscription-based and its catalog contains more than 90% of the basic college textbooks being used today in North America, all of them available in an easy-to-use eTextbook format. CourseSmart also maintains large of an online collection of electronic educational resources and other digital course materials. All of these etextbooks, educational resources, and digital course materials are available to students instantly.

Students have the added ability of browsing their CourseSmart textbooks entirely online or they can download their required etextbooks to their hard drives to read through at a later date or time. CourseSmart textbooks operate on all of the new, popular gadgets like the iPad, iPhone, and iPod Touch as well. Students will most likely save money as their etextbooks cost saves up to 65% less than regular physical textbooks. Next, students get the additional benefit of having a digital "full text search" option in order to help them study more efficiently.

CourseSmart online textbooks completely integrate with most popular word processing programs, therefore, the gain the convenience of "choice" in this growing digital age. They can read their required textbook material on their desktop in wherever they live or work, on their laptop while at the library, or on their iPad while riding the bus. Highlighting and taking notes is easier than ever when operating entirely in a digital textbook environment. It is quite clear that CourseSmart will continue to grow by providing students with evolving alternatives to purchasing standard physical textbooks.

Students getting their eTextbooks and eResources from CourseSmart is accomplished through ACCT, and they are able to add these resources to their CourseSmart bookshelf for access anytime, anywhere. Students "Search" or "Advanced Search" to find their required eTextbooks and eResources and perform their academic activities for the duration of the term.

ProQuest - ProQuest Research Library

ProQuest Research Library is a multi-disciplinary index suitable for both **undergraduates and graduate students**. It covers dozens of subject areas and indexes thousands of general and scholarly titles and provides full-text for a significant number of the articles included. It is an excellent starting place for research for a paper, particularly if one isn't sure where to begin their research.

Turn-it In Plagiarism Technology

For an innovative and effective online technology for evaluating student learning “Turn-it In” is a comprehensive cloud-based solution that helps students learn by facilitating personalized feedback. The objective is to ensure “Originality”, Check students' work for potential plagiarism by comparing it against a large world comparison database. Another benefit is to give students legible and timely feedback while saving instructors grading time.

It reduces plagiarism because the student’s work is instantly checked for potential plagiarism using pattern recognition algorithms and an originality report is generated in a matter of seconds. The clear and concise report is the color-coded sources that correspond to matching passages in the student work and generated simple similarity Index score.

Professional Magazines

ACCT subscribes to several professional recognized magazine publications that are printed and are available electronically through many sources. They are generally published on a regular schedule and contain a variety of content. ACCT subscriptions are prepaid and contain a wide collection of written quality articles about diverse topics of popular educational interests and current events. The articles therein are written by journalists or scholars and are geared toward the average adult learner and reader. Current subscriptions are:

- Journal of Marketing Research (AMA) (Print)
- Academy of Management Journal (Print)
- Artificial Intelligence Magazine (AAAI) (Print)
- Artificial Intelligence Review (Print & Online)
- Data Mining and Knowledge Discovery (Print & Online)
- Harvard Business Review (Print)
- International Journal of Information Security (Print & Online)
- International Journal of Wireless Information Network (Print & Online)
- Journal of Computer and Systems Sciences (Print)

ACCT Librarian

The ACCT Librarian has responsibility for coordinating training and enrichment for the faculty, students and staff. In this role, the Librarian works with anyone to include the Department Heads and Committees with special training, information and data needs. To facilitate the

Librarian enhances ACCT's effectiveness while promoting organizational and individual objectives. For instance:

- Create a continuous learning environment.
- Develop core knowledge and skills.
- Stimulate communication.
- Address professional academic and learning issues.
- Foster commitment to the academic and personal learning.

The ACCT Librarian's Professional Development and Research interest is expected to foster independent professional growth and competence of the faculty and students through developing and promoting continuing education activities, encouraging and facilitating participation in local, state, regional, and national organizations; and promoting research interests and activities of everyone.

Ask the ACCT Librarian:

- Telephone the library at 703-942-6200
- Email the library
- Schedule an appointment with the librarian
- Conduct an ACCT, ProQuest or Public Library Inquiry

ACCT Librarian receives and offers faculty, student and staff training on how to effectively find, appraise and manage information using an array of library resources to include electronic. Topics include, but not limited to, how to search the business and technology literature, and access online journals, order and receive articles via email and use bibliographic management software to manage a personal library collection and format bibliographies.

Self-Paced ProQuest Tutorials are available 24/7 providing informative overviews and demonstrations of key information or data products and services. User Guidance is provided and include instructions and hints on the features and functionality of key information or data products. The tutorials and user guidance is also incorporated specifically for faculty integration of Library resources within the classroom and off-campus academic performance.

Implementation of Course Content, Organization, Strategies and Schedule

The primary rational and components of an ACCT On-Line Distance Learning course content are the learning objectives, assessments, strategies and schedule. Once these components are identified, organized and offered in the form of a course syllabus, they are posted on-line for student immediate access, study and application. This involves deciding, designing and implementation of a course structure before the course begins. This is the choice of topics or

subjects, the organization of content to support the learning objectives and expected outcomes for the course being taught. All On-Line and Distance Learning instructors focus on the needs of students to:

- Master course content and
- Learn how to use course content in an affirmative way so as not to impede student learning opportunities and the practice *applying* the skills and knowledge they gain.

Instructors

Instructors are expected to consider an important reasonable learning scope and pace of their course and to allow for student opportunities to engage actively so that deeper learning occurs. To have a reasonable set of topics, instructors provide a list of relevant subject content areas to be covered and distinguish what is essential with pertinent materials (books, articles, films, speakers, links, web sites, references, reading lists, etc.), questions, or statements, that will address what is to be accomplished and the learning goals. While Instructors have limitless options when designing content areas, navigating through content areas must be a structured, easy-to-follow process.

Organization

ACCT On-Line Distance Learning instructors consider and choose from any number of effective ways to organize a course to accomplish a particular set of objectives. For example, a course could be arranged in any one of the following ways: chronologically, from concrete to abstract (or vice versa), from theory to application (or vice versa), around a set of questions, around a set of practical problems or case studies, according to disciplinary classifications and categories, etc. However, a course is expected to be organized so that the course structure supports established current and future learning objectives.

In general, a course contents and structure should build towards greater complexity, beginning with component pieces that work towards a synthesis and integration. Thus, the ACCT On-Line Distance Learning goal is to sequence the topics or subjects so that they can build on one another in a way that allows students to integrate each new idea, topic, or theme with preceding ones as the course or learning continues throughout a student's academic program, and where new questions or learning can be introduced.

Strategies and Schedule

ACCT On-Line Distance Learning instructors are expected to distinguish between teaching that involves combining and sequencing different activities (what you want students to be able to *do* when they finish the course?). Or, provide instructions involving a focus on the course learning goals (what particular skills and knowledge will students need or have when they finish the course?). After determining the main topics to be covered, the organizational scheme, and an appropriate strategies for accomplishing objectives, the course syllabus must contain a schedule. It is important here to estimate the amount of time necessary for the activities and content

prescribed both in and outside of class time and environment consistent with the academic calendar. While instructors have flexibility, there is no simple way for devising a course schedule of content. However, all instructors are asked to consider time constraints, spreading out assignments to manage the workload and avoid unrealistic grading challenges, and sufficient time to give students feedback and allow them opportunities to incorporate comments.

On-Line or Distance Learning Assessment Faculty, Staff and Student Effectiveness Plan and Policy

At the American College of Commerce & Technology, its online program expects instructors and students to employ different perspectives than their own and engage everyone as making a contribution. Therefore, this is provided for with regard to Formative, Summative and Qualitative Diagnostic Assessments.

- Formative assessments are a usual part the teaching and learning process and are practiced activities embedded in the on-line course delivery process, and instructors can use such assessment information to adapt teaching. Instructors are expected to use formative assessments to provide immediate feedback to meet students' learning needs. Examples of formative assessments include questions, discussions, quizzes and homework.
- Summative assessments, given at select times, measure knowledge of content. Often, at the end of a unit of study, course or class, it is from these assessments that teachers grade students. Final exams are excellent examples of summative assessments. Items found on a summative assessment may include true and false, fill in the blank, multiple choice and essay questions. Projects, portfolios and other end of instruction activities can also be used to assess learning and course academic performance. Specialty or certification exams may also qualify as summative assessments, which may measure students at grade levels, and after completion of courses.
- Qualitative Diagnostic Assessment involves making judgments about a course, but primarily how the On-Line Distance Learning Program is performing against predetermined set of criteria, such as, program objectives, outcomes and acceptance. This kind of as assessment has links to actual course work and may at times overlap with some aspects of formation and summative assessments which may or may not be confirming or supporting, and explores “why?” This is especially important in terms of design, administration, management and policy improvements.

To accomplish a meaningful qualitative diagnostic assessment, and effectiveness, instructors, staff and students are asked to discuss their qualitative views with suggestions, objective and affirmative critical perspectives. Instructors, staff and students are required to be well versed in its On-Line Program and Structure, and Mission via its on-line policy, training portfolio and expected performance. Their primary expectation is to analyze the cumulative effect of the on-line or distance learning program. Given this task the evaluators will observe the program's active and end result as compared to the program's stated goals and objectives. Within the context of what to evaluate, instructor, staff and student evaluators are asked to qualitatively consider the following areas:

- Use of technology - familiarity, concerns, problems, positive aspects, attitude toward technology.
- Class formats - effectiveness of lecture, discussion, question and answer; quality of questions or problems raised in class; encouragement given students to express themselves.
- Class atmosphere - conduciveness to adult student learning.
- Quantity and quality of interaction with other students and with instructor.
- Course content – objectives, relevancy, adequate body of knowledge, organization and outcomes.
- Assignments - usefulness, degree of difficulty and time required, timeliness of feedback, readability level of print materials.
- Tests - frequency, relevancy, sufficient review, difficulty, feedback.
- Support services - facilitator, technology, library services, instructor availability.
- Achievement - adequacy, appropriateness, timeliness, student involvement.
- Attitude - attendance, assignments submitted, class participation.
- Instructor - contribution as discussion leader, effectiveness, organization, preparation, enthusiasm, openness to student views.

Due to variations involved, the quality of divergent responses encourages critical thinking and lessons learned. Reasons for using a qualitative evaluation approach:

- To emphasize class or individual outcomes.
- An interest in the dynamics of processes and program implementation.
- Descriptive information to assist in program improvement.
- Unanticipated outcomes or unexpected side effects are of interest.
- A need to add depth, detail and meaning to any empirical findings.

To consider whether the American College of Commerce & Technology On-Line Program, Structure, Policy, Training Portfolio and academic performance for students are effective, a selected rotating faculty member, a rotating staff member and three member student group (CIS, BUS and LS) will quarterly employ the following active questions consistently:

On-Line Program, Structure, Policy, Training Portfolio and Academic Performance:

1. Is the level of information: the written material and video content easy to understand for the student?
2. Is the written material and video content presented in a way that engages the student?
3. What was the learning pace like for the student in order to understand the On-Line Program, Structure, Policy, Training Portfolio and online academic performance?
4. Was the written material, video, powerpoint and presentation content presented in a logical, easy to follow sequence?

On-Line Distance Learning Classes and Academic Performance:

1. Was the registered course and the on-line class conduct relevant?
2. Was the registered student and the on-line learning situation realistic and contributing?

3. Did the desired on-line student behavior of classmates model respect in a way that can be acceptable to an employer or others?
4. Were there things happening in the on-line background that were distracting to the student?
5. Were elements of the on-line class process clearly established so that the student could understand and apply (eg: procedures and instructions)?
6. Were there too many special effects or graphics that took the attention away from the course content, thereby, reducing the effectiveness of the course delivery for the adult learner?
7. Was the On-Line Program, Structure, Policy, Training Portfolio and Academic Performance helpful as effective guidance for the student?
8. Were you able to select and use the best portfolio video that would enable the student to be academically and informatively accomplished?
9. Did the on-line instructor and student have available and used on-line tools and techniques to stay in touch or communicate effectively?

Instructor and student evaluators are asked to offer a summary judgment about the on-line or distance learning program's worth. Objectives, resources, content, learning outcomes and student assessments are very important to all useful evaluation strategies. This is qualitative and practical approach, because its purpose is to help all key participants make decisions about on-line courses or distance learning, like: whether to continue or end the program or participation, change to improve application or whether to expand the technology to other classrooms or other disciplines. The use of the evaluation results are not theoretical, they are program practical and specific with regard to design, application and performance factors. Allowing for specific interests, the objective is to describe as much as possible all the things that have or could have an effect:

1. What are five weaknesses of the on-line or distance learning program?
2. What are five strengths of the on-line or distance learning program?
3. If you were where to teach or take an on-line or distance learning course again, what would you do differently?

4. What would you recommend to a friend planning to teach or take an on-line or distance learning course?

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On-Line or Distance Learning Faculty, Staff and Student Effectiveness Assessment Group

Evaluation Group	First Name	Last Name	Discipline Title and/or Program Information
Faculty Member			
Staff Member			
Student Member			
Student Member			
Student Member			

A selected instructor, staff and students are ask to join together and conduct a qualitative diagnostic assessment, which is to analyze the cumulative performance of the on-line or distance learning program. As evaluators they are asked to observe the On-Line Distance Learning Program's course active and end results as compared to the stated goals and objectives. Within the context of what to evaluate, instructor, staff and student evaluators are asked to qualitatively consider the following questions:

On-Line Program, Structure, Policy, Training Portfolio and Academic Performance:

1. Is the level of information: the written material and video content easy to understand for the student?
2. Is the written material and video content presented in a way that engages the student?
3. What was the learning pace like for the student in order to understand the On-Line Program, Structure, Policy, Training Portfolio and online academic performance?
4. Was the written material, video, powerpoint and presentation content presented in a logical, easy to follow sequence?

On-Line Distance Learning Classes and Academic Performance:

1. Was the registered course and the on-line class conduct relevant?

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6. Were there too many special effects or graphics that took the attention away from the course content, thereby, reducing the effectiveness of the course delivery for the adult learner?
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8. Were you able to select and use the best portfolio video that would enable the student to be academically and informatively accomplished?
9. Did the on-line instructor and student have available and used on-line tools and techniques to stay in touch or communicate effectively?

Summary

1. What are five weaknesses of the on-line or distance learning program?
2. What are five strengths of the on-line or distance learning program?
3. If you were where to teach or take an on-line or distance learning course again, what would you do differently?
4. What would you recommend to a friend planning to teach or take an on-line or distance learning course?

Faculty Signature		Date:
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It Happens Online & We Share The World!