iBoard Manual

Version 10

Student Manual
iBoard Student Manual

Table of Contents

iBoard .......................................................................................................................... 5

Technical Requirements ............................................................................................. 5
  Minimum System Requirements .............................................................................. 5
  Browser Support ...................................................................................................... 5

Access to iBoard ......................................................................................................... 10
  Viewing Your Homepage .......................................................................................... 11
    Portal Menu – A .................................................................................................. 12
    Your Location – B ............................................................................................... 13
    Announcements – C ............................................................................................. 13
  Vertical Tabs – D ..................................................................................................... 14
  Composing Messages ............................................................................................... 15
  Your Courses – E ..................................................................................................... 18
  Course Status Report – F ....................................................................................... 21

Viewing Your Course Page ......................................................................................... 22
  Course Menu Bar – G ............................................................................................. 22
  Course Table of Contents (TOC) – H ................................................................. 30
  Course Body – I ..................................................................................................... 31

Course Directions ....................................................................................................... 32

Pearson CourseConnect (CoCo) ................................................................................ 32

Assessment Modes ...................................................................................................... 34
  Non-automated Assignments (Check Your Understanding assessments, Homework Assignments, and Progress Tests) .................. 34
  Non-automated Final Exams .................................................................................. 36
  Automated Assignments and Exams ..................................................................... 37
  Proctored Final Exams ............................................................................................ 38

Learning Objectives (LO) and Student Learning Outcomes (SLO) ...................... 39

Key Graded Assignments (KGA) ............................................................................... 41

Posting to Discussion Boards .................................................................................... 42

Discussion Board Icons .............................................................................................. 47
  Quick Reference ...................................................................................................... 47
  Resizing the Discussion Board Window ............................................................... 47
  Using the Discussion Board Icons ........................................................................ 48

Viewing Feedback from Instructors .......................................................................... 59

Friendly Reminders from Instructors ........................................................................ 65
Submitting a Late Incomplete Grade Request Form ........................................ 67
Technical Support ......................................................................................... 73
Student Identification Number and FERPA .................................................. 74
Image Glossary ............................................................................................... 75
Please note that the instructional figures contained in this manual may not be identical to the appearance of iBoard that the student will see on his or her device. The appearance of iBoard may vary depending on the type of device (e.g., computer, tablet, Smartphone) and the specific browser (e.g., Internet Explorer, Mozilla Firefox, Google Chrome) that the student utilizes to access iBoard.
iBoard

iBoard is a proprietary learning management system developed by Allied American University (AAU). AAU students are engaged in work that largely requires logging in to iBoard for interaction with their courses including completing assignments and contacting their instructors. Thus, it is critical that students understand iBoard’s various components and functionality.

Technical Requirements

Students are expected to have access to the following software and hardware:

Students **must have** a PC or Mac-based computer to participate in their courses.

**Minimum System Requirements**

- 1GHz+ processor
- 256MB of RAM
- 5GB+ available hard drive space for data storage and sound card
- 1024 x 768 graphics with 16-bit color
- Windows or Mac compatible laser or inkjet printer
- 10/100 Network Card and/or Modem required for online course correspondence
- Computer speakers

**Browser Support**

- PC: Internet Explorer 10.0 or higher, Mozilla Firefox 38.0.5 or higher, Google Chrome 43.0.2357.130 m
- Mac: Safari 7.0 or higher, Mozilla Firefox 38.0.5 or higher

To view the version of the browser you are currently using, please follow the directions below:
• **Internet Explorer:** Open the browser, click the Tools icon ( ), and then click “About Internet Explorer” (Figure 1). A dialog box will open in which the current version and any available updates will be listed (Figure 2).

![Figure 1](image1.png)

![Figure 2](image2.png)

• **Mozilla Firefox:** Open the browser, click the Open Menu icon, and then click the Open Help Menu icon ( ) (Figure 3). Select “About Firefox” from the Help Menu that appears (Figure 4). A dialog box will open in which the current version and any available updates will be listed (Figure 5).

![Figure 3](image3.png)

![Figure 4](image4.png)
- **Google Chrome**: Open the browser, click the Customize and Control Google Chrome icon (≡) in the upper right corner of the window, then click “About Google Chrome” (Figure 6). A dialog box will open in which the current version and any available updates will be listed (Figure 7).
- **Safari:** Open the browser, click “Safari” in the Safari menu at the top of the screen. Select “About Safari” from the drop-down menu that appears (Figure 8). A dialog box will open in which the current version and any available updates will be listed (Figure 9).

Please note that you may encounter iBoard issues with certain browsers depending on your system. If you are having difficulty viewing certain iBoard attributes, please try a different browser before requesting technical support.
**Access to iBoard**

When the student enrolls with Allied American University, he or she will receive a username and temporary password to help the individual get started. If a student did not receive his or her username and password, he or she must contact the Registrar’s Office or his or her AAU admissions representative. Once the student is given this information, he or she can access iBoard through [http://student.allied.edu](http://student.allied.edu).

Upon visiting iBoard’s website, the student will see the login screen (Figure 10). From the login screen, the student will enter the necessary login and password and click “Login” to enter iBoard and view his or her courses.

![Figure 10](image)

**Retrieving Your Password**

If the student has forgotten his or her password, he or she can click “Forgot Your Password” on the login page (Figure 11).

![Figure 11](image)

When the student clicks on “Forgot Your Password,” the next screen will prompt him or her to enter his or her user name (Figure 12). After the student enters his or her user name and clicks “Submit,” he or she will receive an automated e-mail from the Registrar with a temporary password. The student can then return to the iBoard homepage and enter his or her user name and temporary password.
After the student enters his or her user name and temporary password, he or she will be prompted to create a new password using at least eight (8) characters and one (1) digit (Figure 13). After the student enters a new password and confirms it, he or she can click “Submit.”

Finally, if a student chooses to change his or her password at any time, he or she can visit his or her Profile and make this change. This will be discussed in greater detail later in the manual.

**Viewing Your Homepage**

After logging in to iBoard, the student will notice a number of different sections and items on the homepage (Figure 14). These are:

- **A.** Portal Menu
- **B.** Your Location
- **C.** Announcements
- **D.** Vertical Tabs
- **E.** Your Courses
- **F.** Course Status Report
Portal Menu – A

This is a menu available to the student throughout iBoard, and it allows him or her to access the following information from any location:

**Home**
This takes the student to the homepage (Figure 14). If the student is already at the homepage, it will just refresh the page for him or her.

**Log Off**
To safeguard the student’s privacy and system security, he or she should log off at the end of each session.

**Help**
This option allows the student to submit a request for help to AAU. The student should be as specific as possible when requesting help, and we ask that each student provide screenshots of any particular issues so that AAU can offer the best assistance.

**Academic Resource Center**
The Academic Resource Center (ARC) offers valuable information related to AAU, iBoard, being a productive and successful student, and important tutorials and forms. This site offers video tutorials about various iBoard procedures, as well as educational advice to help the student succeed during his or her time in school. The Academic Resource Center is designed to serve all students of AAU.
LIRN Library
AAU provides access to and regularly evaluates online library resources and services that help students meet the objectives of their degree program through the “Library and Information Resources Network” (LIRN). When the student clicks this option, he or she will need the AAU-specific identification number, 60221, to enter and use the LIRN Library. Please view the How to Use LIRN video tutorial, which can be found in the Academic Resource Center (ARC).

Your Location – B
This displays the student’s location within iBoard as a navigation pathway showing how many pages deep the student has entered within a particular section of a course.

Announcements – C
The “Announcements” section will display any old and recent announcements that the student’s instructors post while he or she is enrolled in a particular course, or from AAU administration. The student will notice that all announcements display the name of the instructor or administrator who posted the announcement and the date the announcement was posted (Figure 15).

![Image of iBoard screen showing announcements section]

Figure 15

After the student reads an announcement, he or she can click “Mark as Read” (a) to let iBoard know that he or she has read the announcement. If the student chooses not to click “Mark as Read,” iBoard will continue to notify him or her (b) of unread announcements (Figure 16).
The student can also hide all announcements from faculty and administration. To hide the “Announcements” section from the homepage, the student can click “Hide Announcement” (Figure 17). After clicking “Hide Announcement,” the student will no longer see any old or new announcements. If the student clicks on the “Hide Announcement” button, it will change to read “Show Announcement.” If at any time the student decides to display announcements again, he or she can click “Show Announcement.”

**NOTE:** If the student chooses to hide announcements, he or she may miss important announcements from faculty or administration. It is important that the student periodically checks the Announcements section to avoid missing information.

**Vertical Tabs – D**

There are two vertical or side tabs at the left edge of iBoard’s homepage. These side tabs are available only when the student is on the Homepage. The two tabs are:

**Home Page**
This is the default tab where the student’s courses are displayed (refer to Figure 14).
**Message Center**

This is where the student should go to check his or her incoming messages and/or send new ones to the instructor (Figure 18). If a student is not on the Homepage, he or she needs to click on “Home” in the portal link to go to his or her Homepage. The student will then select the left side tab labeled “Message Center.” When the student clicks on this tab, he or she will enter an area where one can:

1. browse incoming messages by clicking on the “Inbox” tab (if not already selected).
2. browse sent messages by clicking on the “Sent Items” tab.
3. create new messages by clicking on the “New Message” tab.
4. find old messages by clicking on the “Search” button.

![Figure 18](image)

**Composing Messages**

If the student wants to send a message to his or her instructor using the iBoard Message Center, he or she can visit the Message Center in the left-side tab on the homepage (refer to Figure 14). From the Message Center, click “New Message” (Figure 18).

Once the student clicks “New Message,” he or she will see a new window with a list of all of his or her courses (Figure 19).
Next, the student will choose a course to see the instructor listed for that particular course. Once the student chooses a course, a new window will open that will allow him or her to compose his or her message (Figure 20). Within this window, the student will:

1. choose the recipient – in this case, it will be the instructor.
2. add a subject line to the message.
3. compose the message.
4. click “Send.”

If the student decides that he or she does not want to compose a message, click the small tab in the top right-hand corner of the window (5).

Profile
The Profile tab contains personal information about the student, including the student’s billing and shipping addresses, contact information, and Progress Advisor (Figure 21). Please note that the functionality of the Profile tab is subject to change.
The student will use the Bookstore tab to claim his or her textbooks for all upcoming courses. The student must click on the Bookstore tab, log in (Figure 22), and verify his or her address. Once the address has been corrected or confirmed, the student must click “Claim the Books,” which will send the textbook or textbooks to the verified address. Please note that this process must be completed regardless of whether the course uses hardcopy textbooks or etexts. The student must order his or her textbooks at least two (2) weeks prior to the course start date. Etexts can be accessed via the ETEXT link, which is located within the course in iBoard (Figure 23).
Allied American University Student Store

Welcome to the Allied American University store. You will find quick and easy access to our interactive bookstore as well as all-inclusive merchandise store. Make your purchases online from the comfort of home. Everything you need is just a few clicks away.

Our Bookstore

For your AAU textbooks, please log-in to access our interactive bookstore. Purchase your books online now to get them in time before class begins.

Student Login:

Username:

Password:

[Login Failed]

Forgot your password?

Student Login

Figure 22

Syllabus for ART100

Welcome to ART 100: Introduction to Art History v3-e

Please read the information on this page before proceeding to the course materials.

Credits: 3 semester credits

Prerequisites: None

Contact Information

Instructor: Marc Thomson
Home Phone: 760-641-7063
Work Phone:
Email: mthomson@allied.edu
Fax:

Office hours: 9 a.m. - 5 p.m. M-F

TA: Natalia Kimball
Phone: 888-712-2733
Email: nkimball@allied.edu
Fax:

Office hours:

AAU Technical Support
Phone: 888-384-0849
Fax: 949-707-2978
Email: aauhelp@allied.edu
Office hours: 7:00 a.m. to 5:00 p.m. PST, Monday through Friday

Textbook Requirement


Figure 23

Your Courses – E
Underneath the “Announcements” section on the homepage, the student can find his or her courses (Figure 24). While the most current courses are on display in the “Your Courses” window (a), the student also has the option to see his or her course history (b). To view the course history, the student should click “Open All” next to Course History at the bottom of the Homepage.

Once the student is finished viewing the Course History, he or she can return to the current courses by clicking “Open All” next to “In Progress.”

![Image](Figure 24)

When the student views his or her courses in either “In Progress” or “Course History” (Figure 25), he or she will notice the weighted score out of the total points possible in the course, start date, and end date of each of the courses (c). This information will help the student track his or her progress and completion dates for all current and past courses.

In addition to these, New Message (d) will inform the student if there is a message from the instructor in the Message Center inbox. Feedback (e) informs the student of any feedback that the instructor has left in a particular course. Although this feature does not indicate what assignment within the course received feedback, it does make the student aware that feedback is available. Finally, Notification (f) gives the student the option to receive e-mail messages every time his or her instructor grades an assignment or leaves feedback within that particular course. If the student unchecks the Notification box, he or she will not receive e-mail notifications when instructors grade assignments or leave assessment feedback.
Finally, clicking on a course will take the student to the homepage of that course (Figure 26).
**Course Status Report – F**

Clicking on “Course Status Report” generates a printable .pdf document for the selected course, which displays general details about the student’s enrollment in the course and includes the final grade if the course has already been completed (Figure 26).

![Course Status Report](image)

**Figure 26**
Viewing Your Course Page

After selecting a course in the homepage, the student is directed to that course’s page (Figure 27). The course page consists of four main sections:

- **A. Portal Menu**
- **G. Course Menu Bar**
- **H. Course Table of Contents (TOC)**
- **I. Course Body**

The Portal Menu, as its name implies, will be present throughout the navigation in iBoard. We already saw it in the homepage - in the upper right-hand corner of the student’s screen; it is located at the same place in course page. The remaining three sections of course page, however, are unique:

**Course Menu Bar – G**

The black bar below the Portal Menu is the Course Menu bar. The items in this menu are:

- **Syllabus**
  This displays the course syllabus in the right pane. The syllabus page includes the following information:

  **Credits:** This number indicates the amount of credit hours for the course (Figure 28).

  **Prerequisites:** This section states the required prerequisite course that must be taken before the student begins the course. Some courses will not have a prerequisite course and will list “None” in this space (Figure 28).

  **Contact Information:** This section provides the full contact information for the instructor of the course, the student’s PSA, and AAU Technical Support (Figure 28).
Textbook Requirement: This section states the information about the textbook or textbooks necessary for the specific course (Figure 29).

Software Requirement [if applicable]: Some courses will require the student to download software before beginning the course. If the student does not see “Software Requirement” listed in the syllabus, then no additional software is required for the course (Figure 29).

Course Description: This section outlines the overall purpose of the course (Figure 29).

Course Overview: The purpose of the course overview is to outline preliminary facts about the course and describe the fundamental concepts of the course (Figure 29).

Program Learning Outcomes: The Program Learning Outcomes (PLOs) emphasize the degree program’s most important goals for its students. Each course’s Student Learning Outcomes (SLOs) align with one of these PLOs, and each Module Learning Objective (MLOs) aligns with one of the course SLOs (Figure 29).

Student Learning Outcomes: The Student Learning Outcomes (or SLO) list the specific skills and concepts that the student is to have learned by the course end date. Instructors will base the grades of the student’s assignments upon his or her grasp of these SLOs (Figure 29).
Course Schedule and Topics: This section acts as the course roadmap. The student will see the week in which the modules are to be completed and the due date of the module assignments at the end of the week (Figure 30).
Course Schedule and Topics for Time Release Method: Recently updated courses utilize the time release method for module assessments. This means that the student will have limited access to assessments in order to prevent him or her from falling behind or working too far ahead in the course. Each assessment (Check Your Understanding, Homework Assignment, Progress Test, and Final Exam) will be available for two (2) weeks prior to and after the module week. Once this time period has passed, the assessment will be closed and the student will no longer have access to it. The dates during which the assessments are available are indicated in the Course Schedule (Figure 31). The student should note that this does not apply to Discussion Boards, which will be available only during the week in which they are assigned. The student may review the Course Schedule and Topics information in the Course Syllabus for an example.
Study Guide: (Figure 32).

Course - provides the student with an overview of the expectations they must fulfill when completing the coursework.

Textbook - discusses the different forms of reading assignments that may be assigned in a course.

Resources - reviews the academic resources, such as the Academic Resource Center (ARC) and the LIRN Library, that are available to the student.

Course Requirements: This section explains the hours of preparation (e.g., completing homework assignments) and academic engagement (e.g., contributing to discussion boards) expected from a student based upon the amount of credits attributed to the course (Figure 32).

Check Your Understanding: This description provides the purpose of the Check Your Understanding exercises and states the grade weight of all Check Your Understanding assessments throughout the course (Figure 32).

Homework Assignments: This section discusses the attributes of a Homework Assignment and the way in which these assessments are evaluated by the instructor. The student can also find the grade weight for all Homework Assignments (Figure 32).
Progress Tests [if applicable]: The course’s Progress Tests are described in this section and the grade weight for all of the Progress Test assessments is listed. Not all courses will include Progress Tests. If the student does not see this section listed in the Syllabus, there are no Progress Tests in that particular course (Figure 33).

Discussion Boards: This section states the purpose and grade weight of the course’s Discussion Boards in addition to providing a link to the Discussion Board contribution and content requirements (Figure 33).

Final Examination: The student will find directions regarding when to complete Final Exam in this section. This description also lists the Exam’s grade weight (Figure 33). Please note that some Final Examinations will be proctored. This will be noted in the Syllabus, as well (Figure 34).

Grade Weight: This section explains the grade weight of each assessment found in the specific course. The Grade Weight is based upon a 100% scale and reflects the difficulty of each type of assessment (Figure 34).

Accessibility Statement: This outlines AAU’s compliance with the Americans with Disabilities Act and details who students with disabilities should contact in order to receive reasonable accommodations for his or her disability (Figure 34).
Progress
This displays all of the assignments within the course with specific details about each, including the grades earned (Figure 35). It is good practice to visit this link periodically, especially after submitting an assignment. The Status column (a) shows whether the assignment has been submitted successfully or whether it has been interrupted. In the case of a successful submission, Status will indicate “Waiting for Grading” for uploaded assignments and “Completed” for automated tests. On the other hand, “Interrupted” may occur if:

- The assessment required the student to upload an assignment and nothing was uploaded before clicking FINISH.
- The assessment is an automated test, and no questions were answered before clicking FINISH.
- FINISH was not clicked before exiting the assignment.

Additionally, the Progress section will display notification of any assignments that have received feedback from the instructor (b). Also, this section displays the date that the student submitted an assignment, the points that he or she has earned for an assignment, and the course overall (c).

Finally, the "Attempt" button (d) displays the number of attempts that a student took for a particular assignment.

**Important:** It is important to click Finish before leaving an assessment. Closing the browser, switching off the computer, clicking on the browser’s links, or causing other interruptions external to iBoard may cause premature and/or inaccurate results. Therefore, it is critical to click Finish before leaving an assessment.
Contact
This page lists name and contact details of the instructor for that particular course (Figure 36).

Course Policies
Clicking on this item displays a page that outlines AAU's course policies, such as those regarding academic integrity, conduct, and grading, which are to be followed by all AAU students (Figure 37).
Course Table of Contents (TOC) – H

The Table of Contents (TOC) in the left pane lists the eight (8) modules and items within these modules for the selected course. Modules can be categorized as Directions, Assessments, and Miscellaneous, and the contents of each can be accessed individually by clicking on the name/link in the TOC (refer to Figure 27). These are:

**Course Directions**
- *Module Overview*: introduces and summarizes what the student will learn in the module.
- *Lecture Notes*: provides expert information about the subject matter discussed in the particular module, or expands upon material covered therein.

**Assessments**
- *Discussion Board*: allows the student to reply to a prompt provided by his or her professor in order to discuss concepts and converse with the instructor and fellow classmates
- *Check Your Understanding*: intended to test the student’s level of understanding, help retain new information studied, and to better prepare the student for the Final Exam.
- *Homework Assignment*: in-depth questions designed to address critical depth and integrated understanding
- *Progress Test*: may test the material covered in one or more modules
- *Final Exam*: the culmination of the material learned throughout the course. This assessment may consist of essays, multiple-choice questions, short response questions, case studies, or final projects.

**Miscellaneous**
- *End of Course Survey*: this survey is to be completed by the student in order to help AAU evaluate the quality and approachability of the course material, as well as to provide feedback about the instructor.
Course Body – I

The Course Body is in the right pane of the course page. This is where the actual content of different course elements is displayed (refer to Figure 27).
Course Directions

Pearson CourseConnect (CoCo)

Some courses that utilize textbooks published by Pearson will include an external textbook companion website, which provides additional resources. If a course utilizes the publisher's website, Special Course Instructions in a blue box will be included in the course syllabus (Figure 38).

Clicking on the link that appears in the Special Course Instructions will open a document that guides the student through the registration process and explains in detail how to use the Pearson site.

Students will find specific directions regarding which presentations coincide with each module on the Module Overview pages. These instructions remind the student how to properly sign into the Pearson site and the student will also find links that lead him or her directly to the Pearson assignments (Figure 39).
Module 2 Overview

Control Structures

Module 2 covers control structures. These are structures used to control the flow of execution through a program. They allow you to decide whether or not to perform some actions based on a condition. You will also learn the switch structure, which can be used in some circumstances to replace several if structures.

Other structures allow us to perform an action many times, a process known as looping or iteration. This may be hard to believe, but everything you learn about programming will simply be a larger expression of the basic ideas in these early modules in this first course. However, control structures do not mean anything without Boolean expressions. Chapter 3 begins with an explanation of Boolean expressions and how they are used in control structures.

Learning Objectives

Upon completion of this module, you should be able to:

1A. use Boolean expressions.
1B. utilize the if-else structure.
1C. employ the switch structure.
1D. demonstrate how to use the for structure.
1E. utilize the while and do-while structure.

Module 2 Reading Assignment


MyProgrammingLab Login Instructions

If you are a first time user:

Go to MyProgrammingLab. Click on your text icon and register using the access code supplied with your text. MyProgrammingLab is a rich learning environment where you can access practice exercises with immediate, personalized feedback. Please visit the Instructions Page to learn how to register with MyProgrammingLab.

If you are a returning user:

Go to MyProgrammingLab, click on the course text, and login.

NOTE: Bookmarking pages in this site, especially the resources you access with the link above, is not recommended.

Practice

When logged in, click on “MyProgrammingLab Exercises” in the left pane. You will enter an environment where you can create your programs, compile/test them, ask for hints, and even view the answers of selected exercises in the text. These exercises are not turned in or graded and are for practice purpose only. For a better learning experience, view the answers only after you have tried your own codes.

Click on Chapter 3: practice exercises 3.01, 3.03, 3.10, 3.11, and 3.14.

Other Activities

Watch the videos and practice by completing the quizzes.

Figure 39
Assessment Modes

Assignments can be categorized as non-automated, automated, and Discussion Boards. Please note that the student has two (2) attempts to complete all non-automated and automated assignments except for the Final Exam. The student has only one (1) attempt to complete the Final Exam. If further attempts are necessary due to technical issues, the student must contact the instructor and request a reset. Resets are at the discretion of the individual instructor.

Non-automated Assignments (Check Your Understanding assessments, Homework Assignments, and Progress Tests)

Many assignments require the student to save his or her answers in a word-processed document and upload this document for submission. Instructions for uploading assignments are provided in each assignment (Figure 40).

Word-processed documents include Microsoft® Word documents and OpenOffice™ documents, which should be saved in one of the following file types: .doc, .docx, or .rtf. The student is not to upload his or her submissions in any of the following file formats unless it is specified in the assignment instructions: .jpg, .pdf, .htm, or .txt. If the student does not have word processing software, he or she should visit the OpenOffice™ website to download OpenOffice™ Writer free of charge.

For all non-automated assignments, excluding final exams, students will be able to access the document containing directions for the assignment and the assignment itself by clicking on the “Module [1] Homework Assignment” link, which is found under the Instructions (a). Per these instructions, the student is to save this file to his or her computer and complete the assignment. Once the assignment has been completed, the student should click the “Start” button.

When the student is ready to submit an assignment and has clicked “Start,” he or she will see the submission page (Figure 41). From the submission page, the student should click
on the “Browse” button (a) and select the file(s) that he or she would like to submit, then click on “Upload” (b) to upload these files. A successful upload is confirmed when the file name is displayed (c). The student can delete or change the file(s) by clicking on the “Delete” button (d). When the student is ready to submit his or her assignment, click “Finish” (e).

Submission is not complete until you click on the Finish button. If Finish button is not used, submission is marked as "Interrupted" and the assessment cannot be graded.
Non-automated Final Exams

For all non-automated final exams, the assignment and directions will be available only after the student clicks “Start.” Figure 42 shows the introduction page of a non-automated final exam. Please note that the link to the assignment does not appear on the introduction page, but only after the student clicks “Start.”

Once the student clicks “Start,” a new page loads (Figure 43), which shows the assignment that the student is to complete, indicated by the Final Exam link (a). Similar to the other non-automated assignments, the student is to save this file to his or her computer and complete the assignment. Once the assignment has been completed, the student should click the “Upload” button and complete the upload process as indicated above.
Automated Assignments and Exams

Assessments in iBoard may also be automated. The steps to complete an automated assessment are easy. Most of the questions are multiple-choice or true-false. As with non-automated assessments, the steps for a successful submission are provided with every assignment or exam (Figure 44).

The majority of automated tests and exams are not timed, yet the student cannot pause tests and exams and return to them later. The student must ensure that he or she has allotted uninterrupted time to complete automated tests and exams.
Proctored Final Exams

Some of the final examinations at AAU will be proctored Final Exams. This will be indicated in the course syllabus. All proctored final exams will be timed. Recall that the Syllabus indicates that an exam is proctored under the Final Exam section at the bottom of the Web page (Figure 45).

In order to take a proctored Final Exam, the student must obtain approval from AAU for his or her choice of proctor prior to taking the exam. Once AAU has approved the student’s choice, he or she will receive a letter, which must be shown to the proctor, and the approved proctor will be issued a specific code to allow the student access to the final exam.

The student will see a Submit Proctor Form offline assignment after Module 4 in the course Table of Contents and the Course Schedule and Topics in the Syllabus (Figure 46).
A completed Proctor Request Form must be submitted during the sixth week of the course (Module 6). The student will see the following reminder on the Module 6 Overview page if he or she is enrolled in a course that requires a proctored Final Exam (Figure 47).

**Module 6 Overview**

### Proctored Final Exam Reminder

Students must submit their [Proctor Request Form](#) to AAU at least two (2) weeks prior to their final exam time window.

### Arrays II

In this second part of arrays, you will learn how to use arrays to create strings of characters and vectors. A string is...

Figure 47

If a student does not submit the Proctor Request Form, he or she will not be able to complete the Module 6 Check Your Understanding assessment and move forward in the course.

In order to ensure that this does not occur, students should follow the steps listed below:

1. Fill out the Proctor Request Form completely.
2. Fax or mail the completed and signed form back to AAU no later than two (2) weeks prior to the exam time window.
3. If approved, AAU will issue the proctor a password, which will allow the student to take the exam.
4. The student will need to bring a valid photo ID (and other documents if required by the proctor) to the test center.

Please visit the [Academic Resource Center (ARC)](#) and click on Proctored Final Exam Instructions in the table of contents for more information about proctored final exams.

Please note that in the most recently revised courses for which the Final Exam requires a proctor, the Submit Proctor Form has been moved from Week 6 to Week 4 in order to allow the student more time to ensure that he or she has a proctor in place.

### Learning Objectives (LO) and Student Learning Outcomes (SLO)

Within each module, the Learning Objectives for that module will be displayed. A Learning Objective (LO) is a sub-objective to one of the Student Learning Outcomes (SLO) listed on the syllabus page of each course. LOs will be displayed with a number and letter designation.

For example, the following sample LOs are the first and second LOs associated with a sample SLO.

SLO1: Compare and contrast the differences among cartography, historical geography, political geography, economic geography, physical geography, religious geography, and cultural/human geography.
1C: differentiate among the major elements of the natural environment and their general geographic characteristics.

1D: name and locate the three largest world population clusters.

Furthermore, the SLO (a) and LO (b) to which each question aligns will be displayed in the student’s results after completing an automated assessment (Figure 48).
Key Graded Assignments (KGA)

Key Graded Assignments are signature assignments selected from specific courses within a student’s major. These assignments are identified by instructors as those that will ensure a student’s mastery of learning a specific core competency or area of knowledge.

KGAs are identified within the course to ensure that students are aware of the importance of these assignments in meeting overall institutional (AAU-wide) and program (major specific) learning outcomes.

If an assignment in the student’s course is a KGA, he or she will see the following text on the top of the introduction page of the assignment (Figure 49). Please note that this will indicate the particular program learning outcome that students are to fulfill in the assignment (a).
Posting to Discussion Boards

There are currently two types of Discussion Boards in use at AAU. The first of these is the standard Discussion Board, and the second is the Course Discussion Board (Course DB). If a course includes a Course DB, the student will see the Course DB in the course’s syllabus (under the Grade Weight section). Both types of Discussion Boards are explained below.

Standard Discussion Board

The student can access the Discussion Board for a particular module by clicking (a) on Discussion Board in the left pane (Figure 50). Original questions posted by the student’s instructor are marked with a ▼ icon. To respond to a post, the student should click on the New Post ▼ icon (b). A text editor (c) appears into which the student can type his or her answers (Figure 51).
Course Discussion Board

Course Discussion Boards, or Course DB, are the newest type of Discussion Boards that are currently in use at AAU. The Course DB will appear in the syllabus of the course (Figure 52) located under the Grade Weight section.

The process for posting to a Course Discussion Board is identical to that of the Standard Discussion Board; however, the Course Discussion Board utilizes a customized rubric that corresponds to the course SLOs.

To view the Course DB rubric and instructor feedback, the student is to click on Progress in the upper left corner of the page (Figure 53) and then on the Discussion Board that corresponds to a specific module (Figure 54).
The student will see a rubric that includes the course SLO or SLOs that are covered in the Discussion Board, as well as the associated ICC (Institutional Core Competencies) and PLO (Program Learning Outcome). The student will also see three static Course DB SLOs, which include Grammar/Syntax/Structure, Overall Organization, and Discussion Board – Participation. Colored boxes correspond to the student’s score for each SLO and Course DB SLO. The student’s numerical scores and any instructor feedback regarding the specific SLO are to the right, and any general comments will appear at the bottom of the rubric. The student may click the Mark as Read button to track which feedback he or she has already viewed (Figure 55).
The student may also view the rubric before posting in the Course DB by clicking on the Rubric tab that appears at the top of the Discussion Board page (Figure 56).

Outcomes Based Discussion

Some courses will contain two (2) separate Discussion Boards per module. The first of these will use a process identical to the Discussion Board described above. The second Discussion Board, the Outcomes Based Discussion, contains topics that are general to the course and remain static (never change). The icon for this Discussion Board will appear in red rather than blue. The student will respond to the topic using the same methods that are utilized when he or she posts to a standard Discussion Board. Please note that the question posted by the instructor will not have the Q icon like a standard Discussion Board (Figure 57).
Please visit LRN (you may want to visit the Academic Resource Center for a helpful guide on how to use LRN effectively) and locate the following article using Gala InfoTrac search engine:


There were, in fact, many winners—not one—from the great crash of 2008. Sectors have shown signs of prospering in tough economic times. If there is one strand that holds these disparate entities together, it is that all understood the Zeitgeist (spirit of the time or age) of the downturn and knew how to profit from it.

After reading the article, choose one example from this paper and discuss the possible reasons that particular business grew during an economic downturn. Were you surprised to learn that some businesses grew?

I believe that the article was very helpful.
Discussion Board Icons
Quick Reference

Resizing the Discussion Board Window

- Expand Left
- Expand Down
- Return to Original Size
## Using the Discussion Board Icons

<table>
<thead>
<tr>
<th>iBoard Icon</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bold</td>
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<tr>
<td>I</td>
<td>Italic</td>
</tr>
<tr>
<td>U</td>
<td>Underline</td>
</tr>
<tr>
<td>S</td>
<td>Strike Through</td>
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<td>x&lt;sub&gt;2&lt;/sub&gt;</td>
<td>Subscript</td>
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<tr>
<td>x&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Superscript</td>
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<tr>
<td></td>
<td>Inserting or Removing Numbered Lists</td>
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<td>Bulleted Lists</td>
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<td>Font Size</td>
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</tbody>
</table>
**Further Instruction:**

**Cut, copy, and paste:** When using the cut, copy, and paste buttons, iBoard may issue the warning shown below. Please click “Allow access” (Figure 60).

![Image of permission dialogue box](Image)

**Spell Check**  
If there is a spelling or grammar error in the text, the Spell Check will underline the word or phrase (Figure 61). To find the correct word, click on the Spell Check icon and select “Check Spelling” from the dropdown menu (Figure 62). The Spell Check will present suggestions of similar words. Click on the correct spelling and click “Change To” (Figure 63). The correct word will then be inserted into the text. Click “Finish Checking” to save this change and close the Spell Check box (Figure 64).
Sample Text: The Discussion Board allows students to participate in focused module discussions to share their ideas and understanding of module concepts and how these ideas apply to the forum topic. Posting in the discussion forums constitutes attendance. Discussion Board posts count toward 20% of the final grade.

Figure 61

Sample Text: The Discussion Board allows students to participate in focused module discussions to share their ideas and understanding of module concepts and how these ideas apply to the forum topic. Posting in the discussion forums constitutes attendance. Discussion Board posts count toward 20% of the final grade.

Figure 62
Figure 63

Figure 64
**Link and Unlink**: To insert a link to a website, highlight the text that should contain the hyperlink and then click the link icon (Figure 65). A new box will pop up that asks for the link info. Paste or write the Web address of the website that should be linked (Figure 66). Once the URL is inserted, click on the "Target" tab. From the dropdown menu select “New Window (_blank)” and then click OK (Figure 67). The hyperlink will then appear in blue (Figure 68). To remove the link, the student should simply highlight the blue link, then click the unlink icon (Figure 69).
Sample Text: The Discussion Board allows students to participate in focused module discussions to share their ideas and understanding of module concepts and how these ideas apply to the forum topic. Posting in the discussion forums constitutes attendance. Discussion Board posts count toward 20% of the final grade. Visit the LIRN website.

Figure 68

Sample Text: The Discussion Board allows students to participate in focused module discussions to share their ideas and understanding of module concepts and how these ideas apply to the forum topic. Posting in the discussion forums constitutes attendance. Discussion Board posts count toward 20% of the final grade. Visit the LIRN website.

Figure 69
**Equation Builder (Σ):**

To insert an equation, click the Equation Builder icon (Σ). A new window will appear (Figure 70). For specific directions about how to use the Equation Builder function, visit the Academic Resource Center.

![Equation Builder](image)

**Image (:image):** To insert an image, click the Image icon (image) (Figure 71), which will cause a Webpage Dialog box to appear (Figure 72). Click Browse to navigate to and select the image file to insert, and then select the file by clicking on it. Click Open (Figure 73). The file name will then appear in the Webpage Dialog box (Figure 74). When the student clicks Insert, the image will appear in the Discussion Board box. The student may resize the image by adjusting it using the white boxes, which will appear in the corners of the image (Figure 75).

![Image Insertion](image)
Attaching a file:

To attach a file to a Discussion Board post, click the Attachments button (Figure 76). A Webpage Dialog box will then open (Figure 77). Click Browse to search for and select the file to attach. Then click Open (Figure 78), which will cause the file name to appear in the Webpage Dialog box (Figure 79). Click Attach. The file will then be visible when hovering over the Attachments button (Figure 80).
Viewing Feedback from Instructors

When the student has submitted an assignment, the instructor has up to three (3) business days after the end of the module week to grade the student’s work. The module week runs from Monday through Sunday, so the instructor must grade the student’s work and submit the score by Wednesday at the latest. Please note that this does not apply to Discussion Board posts, which will be graded throughout the week.

Once the work has been graded, the student can enter the Progress page (a) and click on the particular assignment (b) that has been graded (Figure 81).

![Figure 81](image)

Once the student clicks on the assessment, the assessment will expand. If the instructor left feedback, it will display the instructor’s feedback (a) (Figure 82).

The feedback left by the instructor could be helpful in improving a student’s future assignments. At times, the instructor might also upload a student’s assignment in the Feedback section with comments, corrections, and suggestions (b). Students should utilize this feedback in order to learn from mistakes and make improvements in the future.

Outcomes Based Rubric – Current

In some courses, the student will notice a rubric like that in Figure 82 (c). This is called an Outcomes Based Rubric (OBR), which is specifically designed for each course. The OBR utilizes the Student Learning Outcomes (SLO) for the course in order to evaluate to what extent a student has demonstrated an understanding of the SLOs in each assignment. Student Learning Outcomes are listed on the syllabus page of each course. The instructor will use the OBR to grade the student’s uploaded assignment by filling in the bubbles, and they may also leave feedback in the Comments/Feedback area.

Please visit the Academic Resource Center to view a Reviewing Feedback video tutorial about how to check instructor feedback.
Outcomes Based Rubric – New

In more recently updated courses, the student will encounter the newest version of the Outcomes Based Rubric (OBR), which expands upon the older version by providing more in-depth criteria for the four categories that appear, including Does Not Meet Expectations, Meets Expectations Marginally, Meets Expectations, and Exceeds Expectations. The new OBR is tailored to the SLOs that appear in each Homework Assignment.

The student may view the rubric prior to submitting his or her assessment by clicking on the Rubric tab, which appears at the top of the screen for each Homework Assignment (Figure 83).

When the student clicks on the tab, he or she will see how the assignment will be assessed in accordance with his or her fulfillment of the expectations delineated in the rubric (Figure 83).
The student may click the More link to view the entire content of a category (Figure 85) and Less to hide it again (Figure 86).
Once a student’s work has been graded and the rubric has been completed by the instructor, the student may view the rubric and any feedback by clicking on the Progress link and then selecting the graded assessment. Please note that the Feedback category will only show a date if the instructor has left feedback (Figure 87).

To view the rubric and instructor feedback, the student must click on the title of the assessment. This will take the student to the rubric page, which shows the completed rubric, instructor feedback, and, at the bottom, the originally submitted Homework Assignment. The color of the rubric box indicates whether the student has not met, marginally met, met, or exceeded the expectations for the SLO that appears to the left (Figure 88).
Again, the student may expand the content of the text by clicking More or hide it by clicking Less. As previously stated, the student may click the Mark as Read button to track which feedback he or she has already viewed (Figure 89).
Figure 89
Friendly Reminders from Instructors

The student’s instructor may send him or her a Friendly Reminder if the student:

1. has fallen behind in his or her coursework,
2. has scored poorly on assignments,
3. has been unresponsive to suggestions for improvement,
4. has been late posting his or her assignments, or
5. has not be responding in discussion boards.

The student will receive a Friendly Reminder in the form of an e-mail, which will also be sent to the student’s Program Success Advocate (PSA). The Friendly Reminder messages contain information about the identified deficiencies in the student’s coursework and provide suggestions about how the student can improve these areas.

Please note that the student will receive only one (1) Friendly Reminder from an instructor throughout a course*. The nature of the Friendly Reminder and the module week during which the Friendly Reminder is sent is at the discretion of the instructor.

*Note: This may be subject to change.

Specific messages that may be sent to the student include the following:

1. Fallen behind in coursework (Figure 90)
2. Scored poorly on assignments (Figure 91)
3. Unresponsive to suggestions for improvement (Figure 92)
4. Late posting of assignments (Figure 93)
5. Not responding to discussion boards (Figure 94)
Dear Student,

If you are not able to see my feedback or if it is not clear to you, please let me know. I am concerned because I have provided feedback to you, but have not seen my recommendations incorporated into your subsequent submissions. I want you to be successful, so please tell me how I can help. My purpose is to help you succeed in achieving your goals. If there are extenuating circumstances, please contact your PSA or me immediately so that we may help you.

Thank you,
Instructor

--

Dear Student,

The most successful students are engaged and submit assignments on a timely basis. It is difficult to catch up after falling behind. Due to the fast-paced nature of the course, it is critical to submit your work on time. My purpose is to help you succeed in achieving your goals. Please let me know what I can do to help. If there are extenuating circumstances, please contact your PSA or me immediately so that we may help you.

Thank you,
Instructor

--

Dear Student,

Interactive online classes are built around discussion boards. Engaging in weekly discussions is an opportunity for you to actively participate in the course and voice your opinion or ask questions of the group. You can provide your own interpretation and analysis of the subject at hand, support your views, organize comments on other students’ responses, and demonstrate your understanding of theories and concepts. Therefore, I invite you to answer future discussion questions and actively participate in those discussions by posting your detailed answer and substantively commenting on posts provided by other students or even myself.

Thank you,
Instructor
Submitting a Late Incomplete Grade Request Form

Students may request a grade of Incomplete (I) under exceptional circumstances. The student must submit a Late Incomplete Grade Request Form to the Registrar’s Office, in which the student includes a plan for satisfying the remaining requirements of the course. In order to qualify for an incomplete grade, students must meet the following criteria:

- The student must have submitted at least 60% of all required coursework as well as earned a minimum of a 30% Weighted Score/Total Points Possible in the course for which he or she is requesting an incomplete grade. For example, for a course that contains 25 total assignments, the requestor must have completed a minimum of 15 assignments and earned a cumulative score of 30% prior to requesting an Incomplete.
- The student must be within the 8th week of his or her course at the time of request.
- The student must complete a separate request in full for each course in which he or she is requesting an Incomplete.
- The student must provide a comprehensive plan that specifies how he or she will complete the course within the additional two-week time frame.

Incompletes will not be granted to students for the purpose of resubmitting previous work or for submitting work that was not part of the original scope of the course (i.e., “extra credit”). The maximum length of the Incomplete is **14 calendar days from the last date of the course session.**

In cases in which additional course requirements have not been completed within this timeframe, the “I” grade shall revert to the previously calculated grade for the course. Any participation during the incomplete period within a course that has received an incomplete grade will not be factored into the attendance requirements for the semester. For this reason, it is very important for students to continue working within any other course(s) that may have started to meet the attendance requirements and avoid being withdrawn.

Requests for an incomplete grade will not be reviewed after the end of Week 8 of the course except under very limited mitigating circumstances, such as:

- Attending the funeral of an immediate family member (i.e., spouse, child, parent, grandparent, or sibling)
- Jury duty
- Required military duty, except when adequate notice has been provided to plan for the absence
- Illness documented by a licensed healthcare provider with orders not to work and a return date
- Other extenuating circumstances of the same nature as those listed above; that is, documented circumstances in which absence is involuntary and unavoidable

In order to request an Incomplete after week 8 of the course, a student must submit the Late Incomplete Grade Request Form, as well as provide documentation of mitigating circumstances such as those listed above. The student must also submit a typed appeal for consideration by the Registrar’s Office. These documents should be submitted as attachments to the Late Incomplete Grade Request Form (available in the [Academic Resource Center](#) under Administrative Resources). Separate submissions will not be accepted.

During the 8th week of a course, a link will appear under Course Status Report on the Your Courses page of student iBoard that reads Incomplete Request (Figure 95). If the student
has completed all work up to that point in the course and does not require an incomplete, then he or she may ignore this link. If the student needs to submit a Late Incomplete Grade Request Form, he or she should click on this link. Please note this form is also available in the Academic Resource Center (Figure 96).

![Figure 95](image)

When the student clicks on this link, the Late Incomplete Request Form will open. The student’s name and ID will automatically appear in the respective fields. The student must then select the course code from the dropdown menu and click on the course for which he or she is requesting a late incomplete form (Figure 97). Choosing the course will automatically fill in the Original Course End Date and Instructor’s Name fields (Figure 98). Please note that a student must fill out a separate Late Incomplete Request Form for EACH course in which he or she needs to request a late incomplete.
You may appeal for late approval of an Incomplete Grade using this form if the following conditions are met:

- You have already attempted at least 60% of the assignments for the course
- You provide a detailed Appeal and Plan to Complete below

If granted, an Incomplete grade will extend the approved course(s) for 2 weeks from the original course end date regardless of the request date. This time must be used to complete and submit outstanding coursework.

** Participation in courses that have an Incomplete Grade does not apply to the university attendance requirement. If you have other courses that have started, you must participate in those courses to meet the attendance requirement and avoid being administratively withdrawn**

<table>
<thead>
<tr>
<th>Student Name: Fake Test</th>
<th>Student ID: 13192</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code (in ISY101):</td>
<td>Original Course End Date:</td>
</tr>
<tr>
<td>Instructor’s Name:</td>
<td></td>
</tr>
</tbody>
</table>

**Reason for Requesting Incomplete Grade**

Provide a brief summary of what prevented you from completing your course on time and why you were unable to request the incomplete by the stated deadline (200 characters minimum)

**Figure 97**

Late Incomplete Grade Request Appeal Form

Grades of Incomplete (I) are granted at the discretion of the Registrar's Office.

In order to request an Incomplete after week 6 of the course, you must submit this form as well as documentation of mitigating circumstances. These documents should be submitted as attachments to the form. Separate submissions will not be accepted.

You may appeal for late approval of an Incomplete Grade using this form if the following conditions are met:

- You have already attempted at least 60% of the assignments for the course
- You provide a detailed Appeal and Plan to Complete below

If granted, an Incomplete grade will extend the approved course(s) for 2 weeks from the original course end date regardless of the request date. This time must be used to complete and submit outstanding coursework.

** Participation in courses that have an Incomplete Grade does not apply to the university attendance requirement. If you have other courses that have started, you must participate in those courses to meet the attendance requirement and avoid being administratively withdrawn**

<table>
<thead>
<tr>
<th>Student Name: Fake Test</th>
<th>Student ID: 13192</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code (in ISY101):</td>
<td>Original Course End Date: 06/10/2014</td>
</tr>
<tr>
<td>Instructor’s Name: Test Instructor</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 98**
Once these fields have been completed, the student should then compose his or her reason for requiring an incomplete grade in the box provided. Please remember that the circumstances under which a late incomplete will be granted are extremely limited; the student will not be permitted a late incomplete for reasons such as poor time management or technical issues. The student will then create a detailed plan of how and in what time period he or she will complete his or her outstanding assessments, which should be written in the designated Plan to Complete box (Figure 99).

The student is also required to provide supporting documents, which can be uploaded at the bottom of the page. He or she may attach any relevant documentation by clicking on the Browse button and opening and uploading the document (Figure 100). Please note that the student may upload multiple documents, as a new Browse button will appear after each document is uploaded (Figure 101).
Finally, the student must provide his or her digital signature and the date before clicking on the Submit Digital Signature box (Figure 102). The student will see the message that appears in Figure 103 if the form has been successfully submitted.
I will complete my outstanding assessments, which include the Module 8 Check Your Understanding, Module 8 Homework Assignment, and Final Exam, within one week of returning home on June 27th.

I have already posted in the Discussion Board for week 8. I plan on completing the Check Your Understanding on Saturday the 28th, working on the Module 8 Homework Assignment on Sunday and Monday, then studying for the Final Exam on Tuesday and Wednesday in order to complete the Final on Friday, July 4th.

Please attach your supporting documentation here:

[File selection buttons]

By signing this form, you agree to follow the plan you’ve provided in order to complete your Incomplete course(s).

Student Signature: Fake Test Student Date: 06/21/2014

Submit Digital Signature

Figure 102

Late Incomplete Grade Request Appeal Form

Thank you for your submission!

Figure 103
Technical Support

Students can access technical help and support by sending requests to http://allied.edu/support.asp or by clicking the HELP link, which is located in the iBoard Portal Menu. An AAU Support Form will document the request for assistance to ensure prompt response.

The form is fairly easy to complete (Figure 104). Once a student enters his or her name, e-mail address, telephone number, and, if applicable, the course for which he or she is requesting assistance, he or she can choose a specific department to receive a request for support. For example, if a student has a question for his or her Program Success Advocate, he or she can choose Support – Program Success Advocate.

With this form, students can choose from:

- Academic Affairs
- Admissions
- Registrar
- Support – Academic Progress Advisor
- Support – Student Services
- Other

After a student has chosen the appropriate recipient, he or she will provide a detailed description of the problem or question. The more specific that the student is, the better Allied American University can provide effective service. The student may consider attaching a document with screenshots of the issue. Once the student has provided a description of the problem, he or she will submit the request, and Allied American University will get back to the student shortly.
Student Identification Number and FERPA

In accordance with the Family Educational Rights and Privacy Act (FERPA) regulations, all students will be required to verify their identity when calling or receiving calls from Allied American University.

Please be prepared to verify your identity by using your **Student ID Number**, especially when sending in a help ticket. This can be located on your profile page in iBoard, under Personal Info. Please see Figure 105 below.

It is extremely important that you know your Student ID Number. Allied American University staff will no longer be able to provide you with any information regarding your educational record without first verifying your identity using this number.

![Student ID Number](image)
Image Glossary

🌟 - Unread Message

.Formatter - Module Overview

存活 - Lecture Notes and Course Resources

 MPG - Discussion Board

📊 - Course DB

👨‍👩‍👧‍👦 - Outcomes Based Discussion

💡 - Discussion Board Question from Instructor

📝 - Create New Discussion Board Post

🔍 - Check Your Understanding assessment

🏠 - Homework Assignment

🔍 - Progress Test

📍 - Final Exam

 eax - End of Course Survey