A Learning Management System Solution (LMS)

Proposal for University of Tennessee, Knoxville
Response to Request for Information Learning Management System (LMS)

October 20, 2015
October 16, 2015

Mr. Brad New
Purchasing Agent
University of Tennessee, Knoxville
Purchasing Department
5723 Middlebrook Pike
Knoxville, TN 37921

Dear Mr. New:

Thank you for providing us with the information in the Learning Management System (LMS) Request for Information and the vision into the business environment of University of Tennessee, Knoxville (the University). We welcome the opportunity to provide our response to the requirements.

In particular, you mentioned the need for an enterprise-level Learning Management Systems (LMS) specifically designed for teaching and learning in higher education. The University has successfully partnered with Blackboard® for 17 years to provide a solution that helps you support the education goals of your students and faculty. The ongoing investment in our Web-based server software will continue to enable you to provide a robust solution that includes online teaching and learning, community building, content management, and integration capabilities with multiple business and administrative enterprise software systems.

We believe Blackboard will continue to be an excellent partner for the University as your needs continue to grow. We are committed to helping the University of Tennessee achieve your goals and strive to exceed expectations through teamwork and innovation.

I will be contacting you soon to discuss this proposal in detail and to schedule the next steps.

Sincerely,

[Signature]
Ande Jenkins
Account Executive
A Learning Management System Solution (LMS)
Information for the University of Tennessee, Knoxville

Response to Request for Information Learning Management System (LMS)

Presented to:
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October 20, 2015
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EXECUTIVE SUMMARY

Every year, University of Tennessee, Knoxville, (the University) delivers nationally ranked academic programs that prepare a diverse set of learners to be productive members of a complex, changing society. On your campus, the values that bind your community together are built around the success and well-being of your students. The foundation of your commitment to each of them is in the classroom, no matter how much technology has changed its structure.

Today’s forward-thinking academic leaders know that the classroom is just the beginning. e-Education’s integral role in campus life, the ubiquity of the mobile student, and the growing popularity of distance learning offer innovative ways to engage and serve student communities. An online environment opens the door to engaging digital content, social learning, and plug-and-play technologies. With so many choices in a rapidly changing landscape, it’s tempting to cobble together multiple pieces of software to keep up with your students’ rising expectations. However, to meet the needs of your learners today and scale your program tomorrow, you need a holistic technology strategy that is aligned with your overall mission. A user-friendly LMS dedicated to better communication, collaboration, and content is an important piece of the puzzle. The learning platform works best when faculty expresses their own unique teaching style, students consume their education experience the way they want, and administrators centrally manage its rollout. The Blackboard Learn™ platform was designed with these goals in mind; by partnering with us, our clients can focus on what’s truly important: academic success.

The University is widely known as one of the leading public universities in the country, and is frequently hailed for its Honors, Graduate, and Doctoral Programs. Your faculty members are recognized in distinguished academic and research communities and your four-year graduation and retention rates rank among the best in our nation’s higher education system. It is no surprise that the University also expects excellence from instructional design and technology.

As savvy consumers, you know that not all learning management systems are the same. We believe that Blackboard® is the best vendor to meet the requirements of this RFI for the following reasons.

■ **Proven Solutions, Global Expertise:** Thousands of higher education, K-12, professional, corporate, and government organizations – over 20 million users globally – rely on Blackboard every day. We have successfully delivered strategic teaching and learning initiatives on a system-wide, state-wide, and national scale. Our unmatched experience and organizational know-how allows you to focus on your greatest asset: your people.

■ **Innovation & Thought Leadership:** To build a better education experience, we continuously keep a pulse on the state of education. We conduct research through our client programs, partnerships with subject matter experts, and other third party organizations. This collaboration helps us provide best practices, guidance, and insight into how educators can create more effective environments—where learners thrive.

■ **Client Community of Proven Practice:** We listen to clients to hear what they want in Blackboard Learn and work with them to build it. Your voice becomes an integral part of the product development process during meetings with designers, usability tests, focus groups, and field trials. In addition, we offer multiple avenues to an expansive community of proven practice, from the exchange of tips and solutions to sophisticated discussions about pedagogy.
Flexible Instructional Design: The Blackboard Learn platform addresses numerous faculty-centric use cases, including support for unique teaching styles across all levels of technology adoption, access to rich content and choice in how to deliver it, interactive and traditional assessment preferences, and a range of communication and collaboration opportunities. Additionally, we recognize the value of focused insight on student performance and activity, providing the ability to align learning outcomes, standards, goals, and objectives with course content and activities, and then rely on course reports to inform data driven decisions.

Commitment to Accessibility: Blackboard Learn is the first and only LMS in the world to deliver a conformance statement by a third-party, demonstrating our focus and determination to deliver excellence for everyone. We are a leader in accessibility, believing that it’s more than just standards and checklists. It’s about helping to enable education for everyone by ensuring the Blackboard Learn platform is accessible.

Social Learning and Collaboration: A thriving educational community is connected by a unique network that isn’t just about friends; it includes classmates, professors, teaching assistants, study groups, lab partners, and advisors that all learn from one another. With Blackboard Social Learning tools, users can establish new academic relationships directly through the learning environment that students and educators already interact with daily. The information and experience is organized around the user rather than the courses, making it possible for your community to connect, collaborate, and get the information needed to further learning and ultimately, academic success.

Interoperability and Openness: We are committed to the long-term usability and portability of content and tools, and take steps to ensure other software and solutions can be easily integrated with the Learn platform. Blackboard is firmly aligned with leading industry standards and openness bodies such as IMS (Common Cartridge and LTI) and ADL (SCORM). Also, we support publishing, sharing and consumption of open educational resources (OER) across all of our products and services through a partnership with Creative Commons.

Compelling, Interactive Digital Content: Blackboard offers deep integration of content, assignments, assessments and grading from top publishers like McGraw-Hill, Wiley, Pearson, and Cengage. The Learn platform is content agnostic; our partner program is not exclusive or limited to a single provider of a certain type of tool or technology, providing instructors with the flexibility to choose content most relevant to their discipline.

Best-in-class Hosting Services: As one of the largest private clouds in the education industry, Blackboard has 7 state-of-the-art data centers around the world that serve more than 1,000 organizations. Our team of over 250 across four continents is skilled both in Blackboard applications and in managed hosting, enabling us to provide superior customer support and technical service. To support your online programs today and as they grow over time, we offer four progressive levels of service.

Innovative Development: We were a pioneer in eLearning industry and have since organically developed a comprehensive suite of tools that allow you to deliver effective learning experiences. From partner integrations, advancements in accessibility, and support of the Blackboard Developer Network, Blackboard continues to operate with the energy and entrepreneurial spirit of its start-up days. Also, we have recently adjusted how we deliver our software to bring you product innovation on a monthly basis.
■ **Brodest Partner Network:** Blackboard’s partner network introduces more choice for clients to extend their learning environment with tools and content unique to their needs. From content providers, media and technology companies to system integrators and more, extensions allow you to engage more learners, increase safety and convenience, take education mobile, and inspire greater outcomes.

■ **Anytime, Anywhere Access:** Mobile formatted websites are an inexpensive way to deliver content on a mobile device, but only a native application can take advantage of the capabilities of the various mobile platforms for a unique user experience. Blackboard Mobile Learn provides native applications for iPad, iPhone, iPod Touch, and Android devices that offer new and compelling opportunities for students to see what is happening in their class. Instructors can also communicate with learners via two way SMS text directly from within the course as well.

■ **Deepest Integration with Other Systems:** The Learn platform interoperates with: tools and content created by commercial partners and independent developers, student information and authentication systems, standard-compliant course content, open educational sources, video streaming services, and web services. Additionally, Blackboard offers educators the freedom to create and customize their own learning objects, removing the limitations of prepackaged content.

■ **Strategic, Experienced Consultation:** Blackboard Consulting partners with institutions to align their people, processes, and technology with their educational vision. Our consultants and trainers have a successful history of supporting implementations that can readily scale to support millions of users. Our team of experts makes up the largest e-learning consulting group in the industry.

In all we do, we aim to empower our clients by making education immediate, direct, and personalized. It would be an honor to continue to partner with the University, as you share Blackboard’s commitment to go above and beyond what is expected.
SECTION II: RFI REQUIREMENTS

Initial responses to this RFI should be delivered in electronic format. Written responses should address as many of the features requested below as possible. Responders to this RFI should provide a detailed description of the overall features of their LMS solution.

A. LMS Requirements

Responses to this RFI must provide an overview of the following broad feature categories. This list is not exhaustive and serves a guideline for the requested product demonstration.

Communication:

- **Announcements**
  
  Yes. Blackboard provides an Announcement Tool easily accessed from the System Administration panel and from individual courses and organizations. Notifications can also be sent from individual courses and organizations, either as Announcements or as automatic alerts for new content and due dates.

  Blackboard Learn includes the following integrated technologies for communicating with users in a variety of modes:

  **DASHBOARD/EMAIL NOTIFICATIONS**

  The Blackboard platform also allows web and email notifications to be sent to users when course elements are updated. Users have full control over the settings for both dashboard and email notifications. These notification settings allow users to make system-wide, organization- or course-specific changes to the notifications.

  Tool notification settings provide the ability to set which tools present notification information to which outlet. Notifications settings can be adjusted by the user.

- **Notification of activity in course**

  Yes. The ‘What’s New’ portal module automatically notifies students about new information. Specifically, the tool allows users to see all items that are new or have changed in their courses, and they can access the details of those items with just a click. For example, ‘What’s New’ notifies students of the following:

  - Any change that has been made to an item
  - Anything that has been added or changed in the last seven days
  - Anything that has been added or changed since the user last logged in

  In addition, ‘What’s New’ notifications will appear on the following items in any course in which the user is enrolled:

  - Tests
  - Assignments
  - Content items
  - Surveys
- Discussion Board Posts
- Blog Posts
- Messages
- Calendar Events
- Announcements

Users can also receive email notifications regarding updates to the above-listed areas of a course or organization; these notifications are adjustable according to the tool that generates the notification.

Notifications are generated automatically whenever their associated event occurs. For example, when the instructor creates an assignment and makes it available, the system automatically creates the appropriate notifications.

Notifications are delivered in the following ways:
- My Blackboard’s Updates page displays notifications for all of your courses.
- Email
- Text and Text-to-Voice Messages to your mobile device
- Notifications modules in courses and elsewhere in the GUI
- Push notifications through the Mobile Learn apps.

**NOTIFICATION SETTINGS**

Users can manage notification settings for all of the courses that they are enrolled in.
The image below provides a sample of the items which users can configure notifications.

- **Email**
  
  Yes. Email can be sent by instructors from the email interface of the Instructor Control Panel, the email interface in the Grade Center, and the notification email interface from the Retention Center. System administrators can send email from the email interface in the System Administration panel.
- Instructors can send email to all or selected individual Users, Students, Groups, Teaching Assistants, Instructors or Observers. From a Blackboard Learn course, email cannot be sent to anyone who is not a member of the course.
- Instructors can also send email notifications from the Retention Center and the Grade Center to students and parent observers.

Email can be sent by students from any communication area enabled by the instructor for email exchange. Instructors can limit the ability of Students to send email to various groups of users in the Course. For example, the Instructor can disable the Students’ ability to email all users and all groups in a Course to cut down on duplicate messages and potential misuse of email. Students who have opted out of email using their Privacy Settings will not be emailed by other Students, even if the All Users, Select Users, or Select Groups option are used. These settings do not affect the Instructor’s ability to send email.

- **Student and faculty profiles**
  Yes. Blackboard offers both user accounts and profiles.
  - A **user account** is a reflection of your student registration information at your institution. You can edit your user account information by editing your personal information.
  - A **profile** is a reflection of how you want to present yourself to your peers, classmates, instructors, and employers. In your Blackboard profile, you decide what you want to be called, what your academic interests are, and anything else you want to share.

Profiles are stored in the Blackboard cloud—not at your institution. This means that you can keep your profile through your academic and professional life. If you enroll at a different institution or join the workforce, you can maintain your academic relationships and networks using the same profile.

The enhanced Cloud Profile for Blackboard Learn provides users with a professional profile, helping them demonstrate skills and competencies they have developed through their educational journey in a visual and uniquely compelling way.

Users can access the enhanced Cloud Profile by navigating to their profile in Blackboard Learn. A wizard guides users through the setup process. All previous information a student has entered will be retained and used in his/her new profile.
Leveraging the MyEdu (https://www.myedu.com/) experience, the enhanced Cloud Profile will allow students to showcase:

- Work Experiences
- Projects
- Membership in Organizations
- Skills and Competencies

Users can carry their profiles outside the institution and share it with peers and potential employers. The enhanced Cloud Profiles are connected to profiles on MyEdu. Students will be able to leverage MyEdu’s existing applications including, job searching and schedule planning.

**ACCOUNT SETTINGS & PRIVACY**

Users can manage their personal information, avatar, change privacy settings, and delete their Profile by navigating to the Account Settings & Privacy Page.

Privacy settings will be changed for users who have the accepted the enhanced Cloud Profile. As part of the MyEdu / Blackboard Cloud Profile integration – a single unified set of privacy options has been created to help users control their identity across both platforms.

**PRIVACY SETTINGS:**

- **Hidden:** No one can see my Profile in my Blackboard applications nor at MyEdu.com. Other users will only see my first name and last initial
- **My School:** Only people at my school can see my Profile. Both users in my school and MyEdu (self reported) schools can see my Profile
- **Blackboard Network:** All users can view my Profile across the Learn platform and MyEdu
- **Blackboard Network + Employers:** All users can view my Profile across the Learn platform and MyEdu. MyEdu Employers can also search for me
- **Public:** Same as Blackboard Network + Employers. Adds a public Profile

**Photo course roster**

Yes. Instructors can enable the Student Roster from the Course Options at the time a Blackboard course website is created. Then, from the Student Roster interface, options can be set.
If the institution has enabled the Student Roster capability, users can also access a User Directory from the My Institution page. By default, all new users created on the system do not appear in the User Directory to ensure individual privacy, but can “opt in” if the system administrator allows users to modify their privacy settings.

In addition to the roster tool within a Blackboard Course, the People Tool within My Blackboard provides a visual roster of each course and organization.
Instructors also have access to the visual roster of the course within My Blackboard and to a roster of course users through the Users option on the Instructor Control Panel, as shown in the following picture:

- **Discussion Boards, Blogs, Wikis**
  Yes. Blackboard Learn offers numerous communication and collaboration tools for students, instructors, and administrators. These tools include, but are not limited to:

  Discussion Boards
  Blogs
  Wikis
  Journals

**DISCUSSION BOARDS**

The Blackboard solution offers a discussion tool that allows instructors and learners to create, view, manage, and read discussion board topics and threads. The discussion tool can be archived and threads can be sorted in several different ways.

Hyperlinks, graphics and graphic files, video files, multi-media files, and document files can all be attached to a discussion thread. Discussion board threads can be sorted by topic, author and date. Each discussion thread allows searching capabilities and Blackboard’s discussion threads are easily managed with the tool options.

With the Blackboard platform, discussion threads can be created at the course level and at the organizational level school-wide. In courses, teachers can establish group areas that provide the discussion capabilities to groups of learners collaborating on joint projects or assignments. The discussion board features offer:

- Access throughout the course for learners and teachers
- Group-specific access to forums
- Teacher or member control over the discussion forums
- Ability to add new threads
- Ability to search threads
- Collect threads to the forum
- A WYSIWYG Editor allowing control of how information is presented within the forum
- Lock, unlock and remove messages and threads
- Collapse/expand listing of entries within the discussion threads
- Indentation of the entries directly replying to a new thread and listed in order of submission

**BLOGS**

Individual Blogs provide each student with his or her own area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students are displayed in their public space to help personalize the page.

Course Blogs allow all users in the course to share their thoughts and work in one common area on which all course participants can read and comment. All entries are posted to the same page to help promote collaboration among all course members. Users may add entries and comment on entries anonymously to maintain privacy.

Group Blogs allow groups of students to collaboratively post thoughts and comment on each other’s work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are automatically added to an index organized by date. A “New” indicator is displayed on entries and comments that the user has not displayed yet. Entries can also be marked as “New” again to create a reminder.

Instructors can grade Blogs inline, without having to leave the Blog and go to Grade Center.
WIKIS
Blackboard Learn includes a collaborative Wiki tool. Course-level Wikis provide access for the entire course or organization to view and participate. The Wiki tool can be also enabled for a group to allow collaborative projects for a subset of the course or organizations members. One or more Wikis can be created for a course/organization or group.

The Wiki tool includes the following capabilities:

- Rich Editing—With rich editing in a familiar interface with the WYSIWYG Editor, users do not need to learn special wiki markup
- Multiple pages per Wiki—Users can create multiple pages in a Wiki and easily interconnect and navigate Wiki pages.
- Page level versioning—Versioning at the page level allows for complete traceability of content changes in the Wiki.
- Version diffs—A "diff" of two versions of a Wiki page allows users to see specific changes a user made when saving a Wiki page.
- Participation Summary—Instructors are provided with a summary of student participation in a Wiki that allows drilling down from high-level to detailed views to help assess each student’s contribution. Instructors can view a summary of participation as counts and percentages of words and saves for each student on a Wiki. Instructors can then drill down for each student to see a summary and details of each student’s contributions. Instructors can also view the diff of each student’s contributions with the previous version of the page from this view. Grading is integrated to this view to help instructors grade based on an individual student’s contribution.
- Access options—Instructors can specify whether students can edit Course Wikis to allow Wikis to be used as course content, or to temporarily prevent student editing while still allowing access to view the Wiki. Group Wikis allow the instructor to publish a Wiki to the entire course to view, allowing students to share their work. These features allow publishing of completed content to the course, as well as preventing changes while the instructor grades.
- Page Comments—Users may comment on the pages of a Wiki to facilitate feedback and collaboration.

Instructors can grade Wikis inline, without having to leave the Wiki and go to Grade Center. Students can be given group or individual grades to allow grading based on individual contribution.

JOURNALS
Individual Journals allow students to record their course experiences and what they are learning. These thoughts can be a private communication between students and their instructor or public to everyone in the course. Journal entries can be commented on by the author and their instructor. Others are able to read public Journals but not comment on them.

Group Journals allow groups of students to collaboratively reflect on their course work and comment on their fellow group members’ findings. To maintain privacy, group members may add Journal entries anonymously.
If grading is enabled, instructors can grade Journals inline, without having to leave the Journal and go to Grade Center.

Instructors can use Adaptive Release to make Blog, Journal, and Wiki tools available to users and groups based on a range of criteria.

- **Course calendar**
  
  Yes. Blackboard Learn includes a Calendar tool to track individual user, course, organization, and system-wide events.

The Blackboard Learn Calendar includes:

- Items with Due Dates Automatically Appear on Calendar: when instructors create items in the course with Due Dates, the calendar items automatically appear on the calendar for that day with links to that item
- Drag & Drop: calendar entries may be dragged and dropped by authorized users (e.g., the instructor) on new dates and the due date on the associated content item is automatically updated
- Personal and course entries: all entries may be viewed at once – or filtered to show only the desired mix of class and personal events.
- Calendar Entries: calendar entries appear in the proper time order for the given day and are color coded to differentiate classes and personal events.
- Easily Add Calendar Entries: easily add Calendar entries by clicking on a date and adding an item. Note that you can associate a calendar item with any course.

Other features include:
- All day events display
- Calendar Export to Outlook, Google or other 3rd party calendars via an iCalendar protocol feed
- Course copy includes calendar entries
- Day, Week and Month views of calendar

Through the institutional calendar, administrators can post information about specific events such as the school calendar, dates of breaks, beginning and ending of the semester and/or year, and other institutional or external community events.

- **Integration with or ability to integrate with Zoom Videoconferencing**
  Learn and Zoom integrate using the IMS LTI Standard. Guidance for implementing the integration is provided on the Zoom support site.

**Course/Content Management:**
- **Ability to associate rubrics with assignments**
  Yes. In Blackboard Learn, interactive rubrics enable the efficient, consistent grading of manually-graded student submissions and also facilitate secondary evaluations used to support program evaluations. Rubrics make the evaluation and assessment process of manually-graded submissions more transparent and consistent, and help guide the instructors to think more thoroughly about grading criteria.
Blackboard Learn interactive rubrics also make the grading process much more efficient, allowing the instructor to focus on the teaching as opposed to complicated grading workflows.

Blackboard Learn enables teachers to create unlimited grading rubrics within their courses of any variety. Four different, customizable rubric types include percentage, point, point range and no-point. More than one rubric may be associated with any given item; for example, one rubric can be used for grading and another can be used for program evaluation.

The rubric grading process is integrated into normal grading workflows, with support for both submission-based assignments, question-based assessments and all of Blackboard Learn interactive tools (Discussions, Wikis, Blogs and Journals).

When creating a rubric, instructors can assign weights to categories, allowing the same rubric to be used across multiple items with different possible points.

Rubrics can be visible to students at any time, or only after grading has been completed.

For any item graded with a rubric, the instructor can view points achieved along with points possible for the rubric criteria in the View Item Statistics report.

Blackboard has also focused on portability of rubrics within the platform. Rubrics can be imported and exported for use across courses.

- **Ability to survey and poll**

  Yes. Blackboard’s Assessment Management tools provide for easy creation of surveys inside the course. From the Instructor Control Panel Assessment area, a survey is created in the same manner as any exam. Surveys may be made available in the same manner as assessments, including the option to release the survey to users within preset date and time parameters. Individual survey results are anonymous, while aggregate survey results are available, including a detailed item analysis with statistics for each survey question.

  For clients who license community engagement technology, the survey functionality is also available in organizations, allowing the institution to create surveys for special user populations, such as all students in a particular school or all teachers in a particular subject area. Simple system-wide polls may also be administered through portal modules and would appear with ongoing results displayed on the My Institution page.

**ENTERPRISE SURVEY AND COURSE EVALUATION**

The Enterprise Survey and Course Evaluation Tool is included in the core Course Delivery product. Institutions may conduct surveys as needed at various levels such as the course, department, institution and general public.
DEPLOYING SURVEYS

Enterprise Surveys and Course Evaluations can be sent from the System by authorized users. They may be sent to several levels:

- By Course Selection
- By User Selection
- Via Email list (outside of system)
- By Institutional Hierarchy

These delivery methods provide the institution with a simple, well-integrated method for sending surveys.

EVALUATING RESULTS

Enterprise Surveys offer very strong analysis tools. Key abilities include:

- Aggregation - Combine data from multiple response periods of a single survey into an overall report e.g. summarize reports for courses in an entire department into a single report while still being able to see the results for each contributing course.
- Disaggregation - The ability to segregate data based on multiple data points. For example, a university wide survey could be disaggregated to show just results for one department or for one instructor across multiple courses.
Question Filtering - Users may also view data based on the answers given to selected questions. For example, an institution may drill into responses for all students who expressed dissatisfaction with their course.

REPORTS
- Longitudinal Data – results of this survey as delivered year over year.
- Aggregate Results – results for entire department as well as results for individual classes.

KEY ADVANTAGES
The major advantages of the Enterprise Survey and Course Evaluation Tool include:
- Delivery outside and across courses - Surveys can be delivered to any selection of courses, departments or the entire institution.
- Enterprise aggregation - Results can be aggregated for reporting across courses – and disaggregated for reporting purposes.
- Longitudinal analysis - Blackboard Enterprise Surveys and Course Evaluations allow users to analyze performance term over term or year over year. This longitudinal analysis is unique to Blackboard.

Calendar links to assignments and activity due dates
Yes. As previously described, the calendar is automatically updated with assignment and activity due dates when the assignment/activity is created.

File storage across courses
Yes. The electronic repository included with Blackboard’s content management technology enables institutions to easily provide and manage “virtual hard drive” space for students, faculty, and staff. By integrating Internet-based file storage with the Blackboard platform, content management technology makes it easier and more secure for students and faculty to take advantage of this service through the familiar Blackboard user interface.

VIRTUAL HARD DRIVE SPACE
This feature provides a personal work area or “virtual hard drive” where users can store, organize, and share files.
- Anytime anywhere access to personal, course, organization or institution file storage areas
- Enables secure storing of files and folders
- Users can access and edit files via Blackboard Web user interface and/or WebDAV
- All key file management functions are easily accessible from a single page

CONTENT AREAS
Content areas provide easy organization of content for all users.
- My Content—Every user can have their own personal content storage area
- Course Content—When a course or organization is created, a corresponding content area is also created
- Institution Content—Can be used to share information across the institution (e.g., English Department, Office of Public Affairs, course catalogues, honor code, etc.)
- Library Content—Librarians can place domain-specific content and create e-Reserves
**WEBDAV**

With content management technology, users can create Web folders on their local computers, which enables them to drag and drop files from their own drives directly to the Content Collection.

- WebDAV (Web Distributed Authoring and Versioning) allows users to collaboratively author and edit files on a remote system
- One-click WebDAV
- Enables drag and drop file management
- Users can create, edit, and manage files using common desktop applications (e.g., MS Word, MS Excel, etc.) while they are automatically saved to their Virtual Hard Drive Space

**DISK QUOTA/BANDWIDTH SETTINGS**

This feature allows Administrators the ability to control individual users’ space and access configuration to ensure maximized system utilization.

- Administrators can set disk quotas for users, courses, organizations, etc.
- Bandwidth settings can be configured for users, courses, organizations and institution to manage network utilization and costs
- By controlling bandwidth settings, administrators can limit system abuse such as students using their Virtual Hard Drive space as a giant MP3 share drive

- **Assignments with plagiarism detection**

Yes. SafeAssign™ is a core component of the Blackboard Learn platform.

SafeAssign is a plagiarism prevention service that allows you to protect the originality of work and ensure a fair assessment for all of your students. SafeAssign prevents plagiarism by detecting unoriginal content in student papers within your existing teaching and learning environment.

SafeAssign allows the student and instructor to verify the contents of assignment submissions against a global database to ensure proper citation and deter plagiarism. Instructors have the option to enable SafeAssign when creating new assignments within
the platform. The SafeAssign option is available during assignment creation and editing, under the “Submission Details” section:

**GRADING**

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>10</th>
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</thead>
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**Submission Details**

If any students are enrolled in more than one group receiving the same assignment they will submit more than one attempt for this assignment. It may be necessary to provide these students with an overall grade for the assignment.

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Individual Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Attempts</td>
<td>Unlimited Attempts</td>
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<td>Score attempts using</td>
<td>Last Graded Attempt</td>
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<td>Plagiarism Tools</td>
<td>Check submissions for plagiarism using SafeAssign</td>
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<tr>
<td></td>
<td>Allow students to view SafeAssign originality report for their attempts</td>
</tr>
<tr>
<td></td>
<td>Exclude submissions</td>
</tr>
</tbody>
</table>

Having the ability to check students’ works for plagiarism within the workflow of grading an assignment reduces the time the University’s instructors spend managing the process of providing education. Students can browse their local computer or Content Collection and add files directly to the assignment page.

SafeAssign checks papers and assignments submitted via Blackboard against an industry-leading collection of databases, including:

- The Internet with billions of source documents and material
- ProQuest ABI/Inform database with over 1,100 publication titles and about 2.6 million articles from ‘90s to present time, updated weekly (exclusive access)
- Institutional document archives containing all papers submitted to SafeAssign by users in their respective institutions
- Global Reference Database containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism

An Originality Report is then delivered to the faculty member, student or both (as determined by the instructor), highlighting any blocks of text in submitted documents that matched reference sources, with links back to the matching documents. Instructors can use the Originality Report to determine if plagiarism has occurred, and if needed, determine the appropriate next steps, based on their own judgment and campus policy or code.

SafeAssign originality reports provide detailed information about the matches found between a submitted paper and existing sources. The SafeAssign report identifies all matching blocks of text. You and your students need to investigate whether the matching text is properly referenced. Detailing each match prevents detection errors due to differences in citing standards.

SafeAssign reports are divided into three sections:

**Report Information**: This section lists data about the paper, such as the author, percent of matching text, and when it was submitted. This section also includes options for downloading the report, emailing the report, or viewing a printable version. The
printable version is the most effective view of the report for users that rely on assistive technology to access Blackboard Learn.

Suspected Sources: This section lists the sources that have text that matches the text of the submitted paper. Users can select sources, exclude them from the review, and process the paper again. This is useful if a source is a previous work from the same student for the same assignment, or if there is some reason that lengthy sections of a particular source appear in the paper. Processing the paper again generates a new value for the percent matching without using the excluded sources.

Manuscript Text: This section shows the submitted paper. All matching blocks of text are identified. Clicking a matching block of text displays information about the original source and the probability that the block or sentence was copied from the source.

### Batch upload and download of files
Yes. Blackboard's content management system enables users to upload and download batches of files. This is especially helpful when uploading content to a course, or even downloading assignments to be graded offline.

Additionally, Blackboard Learn enables instructors to create a file exchange area for groups to share files and documents while collaborating on projects. Groups can be sub-sections of a course or include all members of a course.

### User analytics
Yes. Blackboard Learn provides a range of standard and custom reporting capabilities for institutions to track access, usage, student performance and activity, and other data key to understanding student engagement and informing retention and curriculum development activities. Blackboard’s standard reporting capabilities are built into the application interface and provide the following:

- Course Reports
- Activity Reports
- Performance Reports
- Standards Alignment – Course Coverage Report
- Performance Dashboard and Review Status
- Assessment Statistics
- System Reports

Blackboard Learn provides Advanced System Reporting tools for System Administrators. Blackboard Advanced System Reporting enables institutions to create robust reports in order to understand how their system is being used. These reports assist in understanding and analyzing use of the system and can report information such as when different types of users access the system, how they use the system, and if the system improves student performance.

Blackboard is the only commercial LMS vendor that provides a fully documented, fully open database to its customers. Documentation for the Blackboard Open Database, including information about the data model is available through Blackboard’s support portal, Behind the Blackboard.

**FINANCIAL AID REPORTING**

With increased scrutiny in the awarding of Federal financial aid monies to students enrolled in hybrid and online courses, there is a need to demonstrate a student’s substantive academic contribution to a course as a justification for the award of such monies. Blackboard Inc. provides a solution to assist institutions in meeting this reporting requirement.

The Single and Multi-Course User Participation reports provide the data necessary to substantiate students’ academic contribution within a single or multiple courses. The Blackboard Learn platform leads against other LMS providers in this specific type of reporting.

- **Audio/video recording**

  Video Everywhere is the ability to seamlessly record and reuse videos in Blackboard Learn for faculty and students.

  The ability to record a video on the fly and have it seamlessly embedded in course materials, interactions, and feedback is included in the content editor and is ubiquitous throughout course workflows.

  The ability to easily reuse videos provides great efficiency. An important use case is faculty reuse of grading feedback. Students often have the same problems or strengths in their work, and the instructor ends up generating the same feedback over and over. The ability to easily choose from one’s own “library” of video feedback snippets as part of the grading process will be very useful for faculty.

  The videos are created and managed through integration with YouTube. The user needs to have a Google account, which is free. If the user has not already done so, they need to link YouTube service to their Google account. The user needs to perform this once under Google Account Setting page. Video storage and management on YouTube is free, but subject to YouTube’s terms of use.

  Videos created this way by default use the YouTube privacy choice of “Unlisted,” which means the user needs to have the URL to access the video, and that the uploaded videos do not appear on YouTube’s public area or in search results.
This feature generates mobile-friendly content. Video clips created using this tool render well in the browser on a mobile device as well as in Mobile Learn.

- **Customizable layout and design**
  Yes. The Blackboard Learn platform provides the University with the ability to easily customize LMS design and content for significant personalization at the system, course, and individual user levels.

**SYSTEM ADMINISTRATION**

Learn includes features (e.g. Language Packs, CSS Themes and Palates) which allow administrators to manipulate the design, content and display of the native interfaces. Also, Learn provides GUI based tools for configuring the system for basic layout and graphical design.

Authorized administrators can create and organize and set permissions for groups of tabs and modules to design flexible, role based, access to services and information.

**COURSE AND ORGANIZATION MANAGEMENT**

Instructors and designers have tools which allow them to manipulate the organization and design of their courses. From being able to select a course theme (professionally designed background images and color selections) to manipulating the content and organization of the course menu, and the design of their own content – instructors, teachers and designers have tremendous flexibility in determining what other users see on their screen.

**USER PERSONALIZATION**

Learn supports end-users’ ability to personalize their own experience by adding, removing and organizing modules within the parameters set by the administrators.

- **Drag and drop content creation and content management**
  Yes. Blackboard Learn features dynamic drag-and-drop content reordering and creation. Through an easy-to-use Control Panel in each course, instructors and designers can upload and manipulate multi-media content and assets. Blackboard’s teaching and learning environment also provides easy-to-use content creation tools from the Instructor Control Panel.

  With the familiar click and browse process, content created in virtually any authoring tool can easily be added to a course Website. Throughout the content creation process, the instructor always has access to see the content exactly as students will view it, eliminating the need for dummy student accounts to preview content. Content areas of the instructor control panel have a consistent structure and an intuitive interface.

- **HTML editor**
  Yes. Our built-in content editor, further described in the next requirement, allows users to use HTML to create content.

- **Visual WYSIWYG editor**
  Yes. The Blackboard Learn platform allows the ability to add content in essentially any file format including, but not limited to, Microsoft Office (Word, PowerPoint, Excel), HTML, and PDF. These documents can be edited directly within the platform.
The Blackboard Learn Content Editor enables simple content creation through an easy to use interface. The editor reads, writes and renders modern HTML. The Content Editor is available to users in all content areas, including when adding items, posting announcements, or using the discussion board.

Any content created directly within Blackboard Learn can be edited and modified within the same interface using the WYSIWYG Editor. The WYSIWYG Editor offers instructors and course designers a way to add dynamic content such as video clips or other media, as well as create formatted documents using the editing tools with which they are familiar without requiring advanced HTML skills. Users can quickly run a check against the HTML markup included in the Text Editor to ensure accuracy.

**THE WYSIWYG EDITOR**

The WYSIWYG Editor, shown in the following picture, is available in all content areas of the system and offers many tools to enable instructors to create dynamic content necessary to develop engaging courses and useful information. Tools include:

- Text Type
- Font size
- Font type
- Left, centered or right justification
- Bullets and numbers
- Text indentation
- Preview
- Font color
- Find
- Ability to resize images,
- Align Full
- Find/Replace
- Insert non-breaking spaces
- Symbols
- CSS editing
- Emoticons
- Paste from Word support
- Spell check
- Cut, copy and paste
- Undo and redo actions
- Add hyperlink
- Insert table
- Add a line
- Highlighting
- Font formatting such as bold, underline and italicized text
- Simple icons in the toolbar
- Blockquote
- Table Support:
  - Setting of row and cell properties
  - Insertions and deletions of rows and cells
  - Splitting and merging of cells
- Automatic html validation
- Find
- Ability to resize images,
- Align Full
- Find/Replace
- Insert non-breaking spaces
- Symbols
- CSS editing
- Emoticons
- Paste from Word support

In addition, the WYSIWYG Editor offers several tools to enhance the content being created including:

- Adding math and science notation through MathML equation editor
- Edit HTML content
- Attach a file
- Attach an image
- Add MPEG/AVI content
- Add QuickTime Content
- Add Audio Content
- Add Flash/Shockwave Content
- Add content from YouTube.com, SlideShare.com, and Flickr.com
- Easily add rich content by pulling in mashups from YouTube, Flickr, Slideshare, and more without leaving the course site or requiring special HTML skills.

The Content Editor can also be expanded for full-frame editing.

Through the WYSIWYG Editor, instructors can add content in foreign language easily without concern that the content will not display properly to end users.

**SPELL CHECK**
The Spell Check feature of the Content Editor enables instructors to check the spelling of their content before submitting it. The spell check feature is supported by a full English dictionary and allows instructors to create and store custom word lists.

**MATH EDITOR**
The Blackboard Learn Math Editor simplifies creation and delivery of equations by enabling editing directly from the Content Editor. The math editor supports saving and copy/paste of equations using mathML.
**VIDEO EVERYWHERE**

Video Everywhere is the ability to seamlessly record and reuse videos in Blackboard Learn for faculty and students.

The ability to record a video on the fly and have it seamlessly embedded in course materials, interactions, and feedback is included in the content editor and is ubiquitous throughout course workflows.

The ability to easily reuse videos provides great efficiency. An important use case is faculty reuse of grading feedback. Students often have the same problems or strengths in their work, and the instructor ends up generating the same feedback over and over. The ability to easily choose from one’s own “library” of video feedback snippets as part of the grading process will be very useful for faculty.

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Videos created this way by default use the YouTube privacy choice of “Unlisted,” which means the user needs to have the URL to access the video, and that the uploaded videos do not appear on YouTube’s public area or in search results.
This feature generates mobile-friendly content. Video clips created using this tool render well in the browser on a mobile device as well as in Mobile Learn.

- **Exam and quiz administration**

Yes. Blackboard Learn allows instructors to raise student preparedness, measure progress against preset learning objectives or criteria, and collect student feedback. Featuring an assessment engine designed to improve assessment creation workflow, the Blackboard platform provides significant functionality for online quizzes, self-tests, and surveys while at the same time maintaining an intuitive interface.

Instructors develop assessments through an intuitive, step-by-step workflow:

- Administer multiple question formats, including multiple choice, multiple answer, true/false, matching, ordering, fill-in the blank, essay, calculated formula, opinion scale, numeric response, file response, hot spot, fill in multiple blanks, jumbled sentence, short answer, either/or, extra credit, and quiz bowl.
- Create question pools to store questions, import and export banks of questions, and randomize question delivery in assessments.
- Build password-protected quizzes, timed assessments, and customized feedback for correct and incorrect answers.
- Make assessments available to learners within specified date and time ranges and provide learners with a submission report that includes Username, Course ID, name of the Assessment, and date of submission.
- Allow multiple attempt handling—assessments may be set to allow unlimited attempts or a specific number of attempts; the Grade Center displays all of the attempts. The Grade Center item is scored based on grading option: last attempt, first attempt, highest score, lowest score, or average of scores. The instructor can override the score independent of any attempts.
- Self-Assessment options—allow the instructor and student to view the grade, or only allow the student to view the grade.
- Timed Assessments - Attempt information for timed assessments includes details on how much time the student spent on the attempt versus how much time was allotted. Instructors
can choose to make the timed assessment save and submit automatically when the timer expires, or to allow the assessment to continue beyond the allotted time.

- **Assessment Item Analysis** - helps instructors refine their Assessments by evaluating the quality of each question and that question’s ability to discriminate between students who understand the material and those who do not. This analysis helps weed out (or correct) questions that are poor discriminators. Ineffective or misleading question can easily be identified and corrected via the regrade option.

- **Test and Survey import/export**—all test information can be reused simply by exporting the entire test to the local computer or to the Content Collection, and then importing it into another course’s Test or Survey Manager.

- **Provide customized feedback to learners**—Instructors may select any combination of the score, submitted answers, correct answers, and feedback to be displayed to the student at the end of a test or quiz.

- **Generate statistics and item analysis reports for student answers to objective questions.**

- **Include images, attached files/documents, and URLs into questions and answer options.**

- **Dynamically reorder questions in a test or survey using drag and drop or keyboard reordering.**

Blackboard Learn provides flexible, rules-based test, quiz, and survey authoring to provide a robust, feature-rich and easy-to-use skills and knowledge measurement tool. Also important to note is the ability of the Learn platform to support the collection of student work beyond text-based responses. Learners can use the features of the platform to upload or easily link to other online media (audio, video, images, etc.) for evaluation.

- **Flexible grading options**

Yes. The Blackboard Grade Center calculates and displays grades as raw scores, percentages, pass/fail, or letters. In the case of letter grades and custom symbol sets, the instructor can determine the value of that grade on an item-by-item basis, as shown in the following picture:
For each column in the Grade Center, the instructor can determine the format primary and secondary display for each column (Schema, Score, Percentage, Complete/Incomplete). The Blackboard Grade Center provides detailed information for every quiz on each student. In addition, instructors can add offline assignments into the Grade Center. The Blackboard Grade Center allows for sorting by different fields and categories can be added to the Grade Center in the spreadsheet view. The Grade Center also allows instructors to link to each student’s quiz after and review the individual answers.

Assessments and assignments automatically create associated columns in the Grade Center; instructors can easily add additional columns, which are helpful to evaluate other criteria such as student attendance, discussion participation, art assignments, or extra credit. In addition, instructors can create custom categories and assign items to those categories for use in weighting grades, or can weight each item individually.

- **Partial point credit**
  Yes. As described above, the Blackboard Grade Center enables instructors to assign partial point credits.

- **Randomization of test question order**
  Yes. Instructors can randomize quiz questions using question pools. The option is also available to randomize multiple choice answers within a test, quiz, or survey.

- **Test banks**
  Yes. Our solution provides a built-in Question Pool feature for the management of test items. Question pools can be created by instructors, course builders, and graders in courses. These pools can facilitate question storage within courses and can allow for randomization of question presentation in assessments. The questions might be related
by topic or subject matter, or they may be grouped by some other relationship. For example, an instructor might create a pool of hard questions, a pool of medium difficulty questions, and a pool of easy questions and use those to generate a randomized test. A pool can be thought of as a test bank or database that can be defined with a name and description, and then utilized to add different questions to assessments.

Instructors and course builders can create Tests, Surveys, and Pools by reusing questions that have been collected in a Question Finder repository, shown in the following picture. The list of questions available can be filtered by Test, Survey, or Pool, or by such attributes as question type, category, topic, or level of difficulty. The filtering capability is further enhanced by a search capability, which allows the user to refine the filtered list.
Blackboard question pools can be copied, imported, and exported among all courses on the Blackboard system and to/from other Blackboard installations which allows for test bank content exchange among school systems. An instructor can select random blocks from question pools and provide some variation in the questions a student sees in an assessment.

- **Flexible, robust gradebook features**
  Yes. The Blackboard Grade Center, shown in the following picture, is a tool that enables instructors to easily and efficiently perform the most useful Grade Center activities from one central grid and with minimal entry.
The Blackboard Grade Center helps instructors spend less time doing administrative grading tasks while providing more time on substantive activities, with an intuitive user interface.

Just a few of the key features include:

- Grades can be changed inline as if working directly in an Excel spreadsheet allowing fewer clicks and faster grade entry
- Feedback to students and private grading notes can be added just by clicking on a drop-down menu in the cell
- Smart Views can be used to create group or focus views, create benchmark views, or perform queries to help determine what students are excelling or struggling
- Easily weight grades, drop high or low grades, or drop grades
- Includes the option to grade items anonymously
- Ability to upload and download grades from spreadsheet applications
- Links directly to automatically graded assignments and assessments, including automatic scoring of objective questions in tests and quizzes
- Negative Marking; instructors can apply negative point values for wrong answers on assessment questions
• **My Blackboard®: Grades**: For each available Course, the Grades section of My Blackboard shows the current running grade in the Course (assuming the instructor has set that up and made it available to students), as well as recently graded items in the course, recently submitted items that are awaiting grading, and upcoming gradable items.

• **Automated re-grading**: instructors can simply edit the invalid question directly and all updates flow automatically to the Grade Center

• A filterable Needs Grading view gives an instant view into the items that need to be graded in the course. Instructors can navigate between attempts displayed on the Needs Grading page without having to return to the main Grade Center screen.

• **Accommodates question-by-question grading**: instructors can grade the same question for all users prior to moving to the next question

• **Ability to include rubrics for grading and completing assignments, including the capability to view the rubric while assigning a grade**

• **Anonymous and Delegated Grading**: Allows instructors to grade anonymously to avoid bias. Also allows instructors to obtain two or more grades from separate individuals to promote reliability before a final grade is submitted.

• **Flexible group management functions**

  Yes. The **Groups** tool allows instructors to organize students into groups of any size. Instructors can provide communication and collaboration tools that only group members can access. Groups can be created one at a time or in sets. Groups can be designated as self-enroll which allows students to add themselves to a group, or manual enroll which allows the instructor to assign students to a group.  

  Blackboard Learn includes a wide variety of tools and functionality to support students’ group work. New groups are created in four different methods:

  • **Manual**—Group shells are created; instructor manually selects which students go into which group shell.

  • **Multiple Groups**—Group shells are created, and Blackboard randomly populates the shells with students from the class roster.

  • **Group Sign Up Sheets**—Group shells are created, via a signup sheet, and the student selects the group he/she would like to join.

  • **Student-Created Groups**—Students may create their own groups, without requiring the instructor to be involved, in order to take advantage of the robust group communication and collaboration tools provided.

  An unlimited number of Groups may be created that represent project teams, related lab assignments, or study groups.

**GROUP TOOLS**

Once created, each group has its own space in the course to work together. The instructor can allow individual group members to personalize their group space with personal modules, such as ‘My Calendar’ and ‘What’s New’. The instructor can enable an assortment of tools to help students collaborate. Tools that can be made available to a group include:

• **Blogs**: In the group area, all members of a group can create entries for the same blog, building upon one another. Any course member can read and comment on a group blog, but
cannot make entries if they are not a member of the group. Instructors can select the grade option for group blogs.

- Discussion Board: Users within the group can create and manage their own forums.
- Email: Users within the group can email individual members or the entire group.
- File Exchange: Group members and the instructor can share files in this area. All members, as well as the instructor, can add files. They can also delete files, regardless of who added them.
- Journals: When used in the group area, all members of a group can view each other’s entries, but the group journal can only be viewed by the group and the instructor. Instructors can select the grade option for journals.
- Tasks: Users within the group can create tasks that are distributed to all group members.
- Wikis: Users within the group can edit their group wiki. All students within the course can view a group wiki. The instructor can view and edit a group wiki and select the grade option for group wikis.

When selecting to create a Blog, Journal, and Wiki for the groups, the instructor can choose to make those group tools graded and reflected as grades in the Grade Center.

When creating an assignment with the Blackboard Assignment tool, the teacher can assign assignments to each student or as collaborative work to groups. When using groups, it is possible to give the assignment to select groups or to all groups. Group assignments receive a single grade, or the instructor may choose to grade each student individually.

- **Conditional release of content**

Yes. The Adaptive Release interface in Blackboard Learn provides conditional release of content to individual students based on criteria established by the instructor. The Adaptive Release interface is shown in the following picture:
Using Adaptive Release, instructors can access any of the following criteria for establishing individualized learning paths:

- **Date/Time**—Instructors can designate the date and time that content is available to learners as well as electing to display content after a specific date, until a specific date, or during a specific set of dates.
- **Username**—By entering the user ID, instructors can make content available to one or more users. This tool also includes a search option for finding the user name of a student if it is unknown.
- **Group**—Instructors can release specific content to groups within a course, which is ideal for learning situations based upon a group project or task.
- **Grade Center**—Several options are available within the Grade Center.
  - Instructors can release content based on a recorded attempt, such as enabling content to be displayed after a user has completed a test.
  - Instructors can set a designated score and then release content to students who achieve that score and above, or that score and below.
  - Instructors can release content only to students within a certain range of scores.
- **Review Status**—This status allows instructors to release content only after the student has marked a previously released item as “reviewed.”

Instructors also have the ability to create advanced Adaptive Release rules, which are combinations of multiple rules.
The User Progress feature shown in the following picture allows the instructor to view the details of a content item for all users in the course, including whether the content item has been released and is visible to the user and if the user has marked the content item as reviewed.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Username</th>
<th>Course Role</th>
<th>Visibility</th>
<th>Reviewed</th>
<th>Date Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallagher</td>
<td>Kate</td>
<td>kGallagher</td>
<td>Instructor</td>
<td>✔️</td>
<td>✔️</td>
<td>Oct 2, 2012 10:40:03 AM</td>
</tr>
<tr>
<td>Peterson</td>
<td>Mike</td>
<td>mPeterson</td>
<td>Instructor</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Jones</td>
<td>Heather</td>
<td>hJones1</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td>Nov 26, 2012 9:32:19 PM</td>
</tr>
<tr>
<td>Hughes</td>
<td>Grant</td>
<td>14k12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Perkins</td>
<td>Parker</td>
<td>5k12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Nicholas</td>
<td>Colm</td>
<td>9K12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Sullivan</td>
<td>Katherine</td>
<td>30k12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Adams</td>
<td>Maggie</td>
<td>21k12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>Kelly</td>
<td>20k12</td>
<td>Student</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>

Students are notified when content is made available via Adaptive Release based on their preferences and System Administrator settings.

From the performance dashboard, instructors can view individual students’ detailed progress through course content including whether the content item has been released and is visible to the user and if the user has marked the content item as reviewed.

- **Ability to assign observers to students**
  Yes. Using Blackboard Learn’s granular roles and permissions feature, administrators can set up Observer roles that enable a user or users to be assigned permission to observe a specific student or students.

- **Ability to integrate closed captioning for video and audio content**
  While not directly provided by Blackboard products, our proposed solution does not interfere with common methods and integrated assistive technologies. Easy to use integrations with free services like YouTube and/or partners like Kaltura have closed captioning options.

- **Fully ADA compliant**
  Blackboard is committed to ensuring that our e-Education platform is usable and accessible. With valuable input from our clients and a strong set of development tools, we will continue to invest in developing accessible products and capabilities that meet the wide range of our clients’ needs. To fulfill this promise we are continually auditing our code and user interface design techniques to ensure that our applications are usable by everyone, to the greatest extent possible, regardless of age, ability, or situation.
Blackboard measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C).

**ABOUT ACCESSIBILITY STANDARDS**

Section 508 was amended to the Rehabilitation Act in 1998 to require federal agencies to make their electronic and information technology accessible to people with disabilities. The intent of this legislation is to remove the barriers in information technology, give new opportunities to people with disabilities, and encourage development of new technologies that achieve these goals. The application of Section 508 covers all communication, computing, storage, presentation, and production using computers, networks, software, and other peripherals.

The World Wide Web Consortium (W3C) was founded in 1994 as a worldwide body whose mission is to create Web standards and guidelines. These standards help to ensure that the benefits of the Web are available to all people whatever hardware, software, culture, geographical location, physical or mental ability. In 1997, W3C published its first set of Web Accessibility Guidelines (WAI) for Web content, user agents (for example browsers), and authoring tools. WAI guidelines are continually updated as Web technology advances, and as our understanding of how people perceive, navigate, and interact with the Web grows. Blackboard Learn supports all Priority 1 and 2 and most of the applicable Priority 3 guidelines set by the W3C (i.e. Level AA).

Blackboard works with a variety of tools, both internal and through client interactions and third party auditors to test our product against accessibility guidelines from the W3C and Section 508. Internal audits are performed using JAWS and NVDA. Client partners and third party auditors test the product with a series of automated tools and other assistive technology tools.

*Conformance with the Web Content Accessibility Guidelines (WCAG) 2.0 Priority AA, Issued December 2012 by Deque Systems*

Blackboard Learn is the first and only LMS in the world to deliver a conformance statement by a third-party, demonstrating our focus and determination to deliver excellence for everyone.

*Gold Level Certification for Non-Visual Access, Issued by the National Federation of the Blind (NFB)*

Blackboard was the first LMS in the world to achieve this certification. With valuable input from our clients and a strong set of development and testing tools, we invest in accessible products and capabilities that meet the wide range of our client’s needs. To fulfill this promise we are continually partnering with industry experts to audit our code and user interface design techniques to ensure the accessibility of the products.

**BLACKBOARD WORKS WITH CLIENTS ON ACCESSIBILITY**

A community of users has created an active user group that meets regularly called the Blackboard Accessibility Interest Group. This group of over 100 clients works in sub-committees on various topics that interest them and have a real impact on the
Blackboard community at large. Fortunately, the group has allowed Blackboard team members to be a part of their activities; representatives from Blackboard Client Support, Technical Communications, Product Design, and User Interface Design have all participated and continue to work closely with this strategic group of clients.

Blackboard was able to partner with representatives from this group to create a self-paced course called Universal Design & Accessibility (available from Behind the Blackboard) that shows instructors and course designers how to build course materials using Blackboard in a way that is accessible for students. Product Development has worked closely with representatives from this Interest Group on a redesign of the user interface as well as new functionality.

Additionally, Product Development now hosts a regular Accessibility Evaluation Program, consisting of clients across all Blackboard Learn products with expertise and enthusiasm about accessibility. These clients provide feedback on design solutions while the product is still in development, and offer their valuable time to provide feedback on early versions of the release. This ensures that Product Development has user information early in the process so that the best result reaches the rest of the community upon General Availability of a release.

RENEWED FOCUS ON ACCESSIBILITY & USABILITY
We are keeping accessibility and usability at the forefront of our development approach. We have undertaken hundreds of hours of research and testing, often in partnership with our clients as mentioned above, to ensure the platform is both accessible and usable by all users. This translates not just into selected features or functions that make the application richer, but also into an architecture that supports assistive technologies and other accommodations or preferences set by a user. Coupled with a streamlined interface and a focus on student engagement and assessment, Blackboard technology demonstrates our commitment to the user experience.

ACCESSIBILITY FEATURES IN BLACKBOARD LEARN
Blackboard has invested heavily in accessibility improvements within Blackboard Learn. This includes collaboration with clients and users from the Accessibility User Group, standards-based design and development, user testing and interviews, greatly enhanced testing procedures (automated and human-executed), and an evaluation program before the release of the product to ensure success with real users.

The following are a few accessibility features and functions of Blackboard Learn:

- Keyboard reordering
- Personal styles accepted
- Embedded and optional help
- High-contrast settings
- Wrap-around accessible controls for YouTube player

Our commitment to accessibility also extends to our user documentation. For example, our online tutorials (https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos) are generated with 508 compliance settings and include closed-captioning.
As we work with all of our clients, if a critical compliance issue is discovered in any of our releases, our Support and Product Development teams endeavor to address the issue in a timely manner to maintain system accessibility.

- **Ability to integrate with external applications such as Google, Office 365**

In order to provide robust integration with the online ecosystems of modern education institutions, Learn is delivered with open API, frameworks and support for standards that support integration with all types of applications and online services. Many of these integrations are delivered with the Learn platform and supported by Blackboard; some are developed, sold and supported by our partners or 3rd party vendors; and many others are developed by our customers and shared in a cooperative community.

Since first opening the JAVA API architecture to our partners and customers via the Building Blocks program nearly 15 years ago, hundreds of developers have used the well-established “plugin” framework to extend the Learn platform and integrate it with other services.

In addition, Learn ships with a set of secure SOAP-based Web API and support for the IMS standard Learning Tools Interoperability (LTI).

- **Ability to integrate with VitalSource Course Content**

Yes. Blackboard Learn integrates seamlessly with VitalSource via the VitalSource Bookshelf Building Block.

Blackboard Learn is the only learning management system that includes out-of-the-box strategic integrations with leading publishers. These integrations, available through exclusive partnering agreements, are based on Basic LTI and open standards. While many other learning management systems will lay claim to “integrating” with digital content providers, no similar relationships exist among any publisher which provides integration to this depth with a learning platform.

- **Mobile application availability for all mobile operating systems**

Yes. Just as Blackboard saw the challenge over ten years ago for institutions to put course materials on the web and responded with the powerful solution of Blackboard Learn, we have created Blackboard Mobile to bring mobile services to a student’s smart phone. Our mobile solutions empower students to use mobile devices for learning, and allows students and teachers access to teaching and learning wherever and whenever they want through a variety of mobile devices. As an integrated platform, Blackboard’s mobile solutions deliver one-stop access to student life in an easy and convenient way. Our apps empower students and teachers to use mobile devices for teaching and learning, including native applications for iPad, iPhone/iPod Touch, Android, and Windows Phone. These interfaces are optimized to facilitate easy use of the Blackboard functions from the supported devices.

**BLACKBOARD MOBILE LEARN**

Blackboard Mobile Learn currently supports much of the familiar Blackboard Learn content, tools and functionality found online, optimized for use on a mobile device.
DROPBOX—Users and instructors can easily manage critical course documents from their mobile devices, without ever leaving the Blackboard Mobile Learn app. Not only can users and instructors save their course content to their personal Dropbox, but they can also upload documents to discussions and blogs with a single click.

TESTS—With Blackboard Mobile Learn, users are able to take tests and exams delivered through Blackboard Learn in a beautiful and easy interface on their Android and iOS devices. Tests that include compatible question types (Multiple Choice, Hot Spot, Fill in the Blank, etc.) can be taken from Blackboard Mobile Learn.

PUSH NOTIFICATIONS—Users can elect to receive automatic, personalized notifications delivered straight to their mobile devices to help them stay informed. Users can receive notifications for new announcements, new graded items, a test being posted, and many other course activities. No more constant checking for midterms being available and grades being posted. Now, course activity comes to you.

ANNOUNCEMENTS—Assignment due? Class cancelled? Office hours extended? This is the place where instructors go to post the news users need to know. Users have instant, on-the-go access to the latest announcements, and instructors can post announcements anywhere, anytime.

GRADES—Users can find out how they did on their last midterm or homework assignment by using the Grades tool. They'll even be sent a Push Notification as soon as an item in their course has been graded.

DISCUSSIONS—The Discussion Board is a key course communication tool for engaging users and promoting learning. It is the place where instructors ask and answer questions and where instructors can respond to one user for the benefit of all. With Blackboard Mobile Learn, instructors and users can review and post to threaded discussions, as well as create new threads. Media files can be uploaded from their mobile device (Android and iOS) as well as other file types (Android) as part of a Discussion attachment.

CONTENT—Users can access content uploaded by their instructors and interact with it on their device, using Blackboard Mobile Learn or any other application that supports those documents.

BLOGS—Read blog posts and interact with each other by posting comments and uploading media as attachments on blogs (Android and iOS) as well as uploading non-media files (Android).
JOURNALS—Users can reflect on their course Journals through Blackboard Mobile Learn, as well as comment on peer Journals. Instructors can use this tool to comment on users’ journals.

ROSTER—Wondering who’s in your class? With the class roster, users can quickly view the full class list, making organizing study groups a whole lot easier.

TASKS—Help users track and manage the progress of various tasks, from turning in homework assignments to reminders to pick up a midterm or purchase a textbook. Tasks allow users to mark when they’ve started a project, when it’s in progress, and when complete.

CUSTOMIZATION—Navigating an everyday app should be simple. Label any course with a customer color and name, hide, reorder, so you can organize school the way you want to and decide what’s most important in the app.

FAVORITING—Add items to your Course Map for quick access to your content. With favoriting, no one will have to click through a whole course to get to the places they visit most often.

ATTACHMENTS—New inline display to attachments to make recognition of elements immediate.

Following are the supported technologies for Blackboard Mobile Learn.

<table>
<thead>
<tr>
<th>Mobile Device Ready</th>
<th>Versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>iOS (phone &amp; tablet)</td>
<td>4.0+</td>
</tr>
<tr>
<td>Android (phone &amp; tablet)</td>
<td>2.3+</td>
</tr>
</tbody>
</table>

For more information on Blackboard Mobile Learn, including device demos, please visit the following [http://www.blackboard.com/Mobile/Mobile-Learn.aspx](http://www.blackboard.com/Mobile/Mobile-Learn.aspx)

BB GRADER APP

The Bb Grader iOS App provides teachers with a mobile solution for reviewing, providing feedback, and grading student submissions to Blackboard Learn Assignments.

The following information is available to instructors for each assignment within a course:

- **Class progress against an assignment** – instructors can see approximately how many students have submitted to a particular assignment based on the completion bar beneath the assignment; the length of color indicates the progression of student submissions; an unfilled/un-colored bar means there are still students who have not yet submitted to the assignment.
• **Missing submissions** – instructors can see exactly how many submissions are missing from a particular assignment from the “[number] missing” description beneath the assignment.

• **Progress of sent vs unsent grades** – instructors can see approximately how many submission grades have been sent back to the Learn Gradebook: green indicates sent grades; black indicates unsent grades.

**SUBMISSIONS**

When instructors select a specific assignment, the corresponding submissions are listed in order of most recently submitted:

![Submission Listing](image)

Each submission includes the following:

• **Student (or Group) Name** – the submitting student’s name; in the case of a Group Assignment, the Group’s Name will be listed and the category heading will read “Group”

• **Attempt Number** – for those assignments that allow multiple attempts, the attempt number is listed

• **Submitted Date and Time** – the date and time submitted is listed

• **Graded (or Ungraded)** – for submissions that have been graded, the grade is listed; ungraded submissions are left blank

• **Sent (or Unsent)** – a green checkmark indicates grades have been sent to the Learn Gradebook; unsent grades have a semi-transparent grey checkmark

**GRADING SUBMISSIONS**

Instructors can add text annotations within the document in the form of comments using the “bubble” icon containing a “plus” symbol at the top of the document toolbar.
Adding a comment/annotation to a Document

To apply a grade to a submission, instructors can tap on the pencil icon labeled “Grade” in the upper right-hand corner of the interface.

Instructors can tap in the empty box in upper right-hand corner of the grading panel and enter a score for this submission:
Instructors can also enter private grading notes that are not visible to students. Rubrics are also accessible within the app.

When providing feedback to students, instructors have the option of using the tablet’s microphone and camera to record audio and/or video comments.

**SAVING AND SENDING GRADES**

Instructors can always save their current grading progress (and associated audio, video, or rubric works) using the “Save Draft” option in the Grading Panel.

Instructors are able to selectively release multiple or individual grades to the Learn Gradebook by selecting the “send graded” button in the upper-right hand corner of the Submissions Listing page:

The Bb Grader app also supports the following:

- Anonymous Grading
- Multiple Attempts
- Group Submissions
- Portfolio Submissions

**STUDENT RISK PROFILE**

To keep instructors aware of students’ progress and activity, the Bb Grader app has integrated features from the Retention Center, including:

- Communication History
- Missed Deadlines
- Grade Alerts
- Activity Alerts
The Bb Grader App is available to all institutions that have Mobile Learn enabled for their Blackboard Learn instance.

**BB STUDENT APP**

Our Bb Student App helps students react quickly to changing course needs, while learning to plan for the future.

With Bb Student, users get access to a variety of tools that will enable them to get the information they need in the palm of their hands. With Bb Student, users can:

- View quick updates to their courses and course content
- Access a course outline for each of their courses,
- Take assignments, tests, and quizzes
- View submitted course work, including grades & feedback from instructors
- View Word, Excel, Powerpoint and .PDF content from their courses
- Experience a rich aesthetic that is easy to use and simple to learn.

Below is a table describing the operating systems supported by each mobile app:

<table>
<thead>
<tr>
<th>App</th>
<th>iOS</th>
<th>Android</th>
<th>Windows Phone 8.1+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Mobile Learn</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bb Grader</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bb Student</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- **Ability to integrate with Zoom Videoconferencing**
  Learn and Zoom integrate using the IMS LTI Standard. Guidance for implementing the integration is provided on the Zoom support site.
● **Ability to integrate with MediaSite and MyMediaSite**

Yes. Sonic Foundry, has developed and can provide customers with a Building Block to support this integration. The MediaSite Building Block for Blackboard Learn empowers faculty, trainers, staff and authorized students to easily record, upload, publish and watch rich video content in any Blackboard course. From recorded lectures and flipped learning modules to campus video and assignment clips, MediaSite provides a centrally managed home for all video content. Even better, the University reaps the benefits of MediaSite Enterprise Video Platform’s advanced security, video search and analytics.

● **Outline all certified integrations with external learning tools.**

Blackboard partners with industry experts creating a network of solutions that enhance the online education experience for institutions, administrators, instructors, and students. The products and services of our partners complement and extend the Blackboard platform, allowing us to offer a comprehensive, user-friendly product capable of supplying all your institution’s online education needs.

**Blackboard’s Building Blocks** technology provide an easy, flexible, and maintainable way for clients and third-party commercial partners to develop application extensions and integrations that interface with our enterprise software’s core services and tools. Customers can choose from an array of proven, partner-developed Building Blocks and even incorporate their own custom applications using the Blackboard Software Development Kit (SDK). The Building Block Developer Network is a community of over 2,500 developers and partners that extend the Blackboard Learn platform through unique and customized tools and resources.

The **Blackboard Partnerships Program** is a comprehensive partner program in which hundreds of industry-leading technology providers, educational content providers, and learning application providers help extend the Blackboard environment. Leading examples include Respondus and Kryterion for assessment, McGraw-Hill for digital content, and Softchalk for lesson building. Blackboard welcomes the opportunity to partner with the third-party vendors the University has selected, or may select in the future, to meet your needs for a comprehensive, integrated solution.

Please visit our searchable, sortable [Extensions catalogue](#) for a complete list of partner products and services.

● **ePortfolio creation**

Yes. The Blackboard platform provides tools for the University’s users to assemble, present, and share their ePortfolios easily. Students develop ePortfolios to enable learning assessment, support career development, and meet certification requirements. Faculty ePortfolios are used to document academic and professional growth and as tools in the recruitment, tenure, and promotion process.

The ePortfolios tool consists of three sub-sections: My Portfolios (where the user creates and manages their Portfolios), My Artifacts (where the user creates and manages their Artifacts), and Received Portfolios (where a user accesses Portfolios that have been directly shared with him by other users).

**CREATING PORTFOLIOS**

- Each Portfolio has a customizable **header** and **footer**
A Portfolio is made up of Pages and Sections. The **Navigator menu** on the left shows all of the Pages and Sections in the Portfolio and allows the user to manage them:
- A **Page** is used to provide structure to the Portfolio.
- A **Section** is used to provide structure to content within a Portfolio Page.

The **Settings** option allows the Portfolio owner to change the settings decisions she made when creating the Portfolio, e.g. Portfolio title, description, etc.

The **Preview & Customize** option allows the user to see how the Portfolio will look and make layout and color palette decisions to affect the final design of the Portfolio.

The **Done Editing** option exits the Portfolio authoring canvas. The platform warns the users of unsaved changes prior to exiting.

**PERSONAL ARTIFACTS & ASSIGNMENT ARTIFACTS**

**Personal Artifacts** consist of a Title, Description, and Content. The Description is only visible to the Artifact owner in the repository. The content can be generated free-form using a Content Editor; a file uploaded from the local computer or selected the Content Collection.

**Assignment Artifacts** are artifacts that are generated by converting a graded assignment into an Artifact. Assignment Artifacts not only include the submitted file/content, but they also include metadata about the assignment: the Assignment details, the grade the student received, and any feedback provided by the instructor. Once the student has converted an assignment submission into an Assignment Artifact, they have a permanent copy of the Assignment Artifact (including the metadata) in their My Artifacts repository.

The user can search for assignments within each course or browse from course to course. A user can select multiple assignments from multiple courses to turn into Assignment Artifacts.

**PORTFOLIO DESIGN OPTIONS**

Users have the ability to create attractive Portfolios with very little effort or need for design experience.

To modify the layout and design of the Portfolio, the user clicks on the **Preview & Customize** button in the Portfolio authoring canvas, as shown below.
PORTFOLIO SHARING

Blackboard Portfolios provide the added benefit of portability to users outside the institution in which the owner creates them. Using the Share Portfolio interface shown in the following picture, Portfolio owners determine which users can share the content and information, both internally and externally:

Whenever a Portfolio author shares a Portfolio with other users, each “sharing event” creates a static snapshot. Evaluators receive a Portfolio Snapshot and the author can continue to work on the Portfolio without interfering with its evaluation. The list of shared Portfolios includes a time/date stamp for each snapshot.

The Portfolio snapshot capability is unique to the Blackboard Learn platform.

ASSIGNED PORTFOLIOS

This Assigned Portfolios feature allows the instructor to require a Portfolio as the submission in response to an Assignment in a Course. When the Instructor creates an Assignment, they will have an option under the Submission Details section to require a Portfolio submission:

GRADING PORTFOLIOS:

▪ Grading Feedback, Rubric results, and Rubric feedback entered in the Inline Grading sidebar is separate from Portfolio Comments. It is stored entirely independently as part of the Assignment attempt
▪ The Portfolio can be downloaded as a zip package of HTML files from the Inline Grading sidebar.
▪ Portfolios submitted through an Assignment can be harvested through Outcomes Assessment Evidence. This functionality is unique to Blackboard Learn.

B. Licensing Options

Provide information on all available product licensing options without specific costs (Software License, FTE, Headcount, Hosted, SaaS, On-Premise Hosted).

Blackboard Learn is licensed on an annual recurring basis according to user bands. User bands are comprised of active users, which in Blackboard Learn are defined as users in the system and enrolled in an available course. Under the user band model, as adoption increases, total cost per user decreases, allowing our clients to realize economies of scale.

Blackboard's offers complete solutions that can be licensed according to your needs. While all products can be licensed independently, there are three basic “licensing bundles” that are more economical and therefore encouraged. These Learning Core bundle incorporates the products included in our RFI response. The incremental bundles include additional Blackboard platforms that are either currently being leveraged by the University of Tennessee or are currently under consideration through parallel initiatives. The three options are:

■ Learning Core –
  □ Blackboard Learn (Course Delivery, Content Management, Community Engagement, Mobile Learn)
■ Learning Essentials –
  □ Learning Core Bundle
The license bundles outlined above include options for three different hosting scenarios:

- Self-Hosting by the institution
- Blackboard Hosting within a standalone environment
- Blackboard SAAS Hosting
COMMENTS AND CLARIFICATIONS

Blackboard believes that the university understands and accepts the notion that contract terms that reflect a reasonable allocation of risk are in the best interest of the parties and that they provide for mutual incentives to further this long term engagement’s success. Blackboard believes a commercially reasonable agreement is one that includes indemnities limited in scope only to death and personal injury to the extent cause by Blackboard’s gross negligence and intellectual property infringement claims from third parties with appropriate associated conditions and procedures, a dollar liability limit equal to amounts paid under relevant schedules and that waives all consequential and indirect damages, warranty terms that do not extend beyond requiring deliverables to comply with their description in the applicable software schedule, intellectual property ownership provisions that will reflect ownership of copyright in Blackboard and its licensors concerning work developed under the contract and lastly any other terms and conditions that Blackboard and the university may negotiate. To this end, if selected for award, Blackboard looks forward to reaching agreement on commercially reasonable terms and conditions as outlined in our existing agreement dated April 1, 2011 under a resulting final contract.

SECTION 2: RFI REQUIREMENTS

If selected for award, Blackboard agrees to negotiate mutually agreeable terms and conditions in accordance with the Sample Agreement in our proposal response/OR/existing agreement between Blackboard and the University, dated April 1, 2011. And such final agreement shall be the governing document.
Appendix 1 - Blackboard Sample Agreement
This Blackboard Order Form ("Order Form") by and between Blackboard (as defined below) and University of Tennessee - Knoxville ("Customer") details the terms of Customer’s use of the products and services set forth below ("Product and Pricing Summary"). This Order Form, together with the Blackboard Master Agreement dated April 1, 2011 which is incorporated by this reference, form the entire agreement between the parties in respect of the products and services set forth in the Product and Pricing Summary. Notwithstanding anything to the contrary in any purchase order or other document provided by Customer, any product or service provided by Blackboard to Customer in connection with a purchase order related to this Order Form is conditioned upon Customer's acceptance of this Order Form and the Blackboard Master Agreement. Any additional, conflicting or different terms proffered by Customer in a purchase order or otherwise shall be deemed null and void. Each of the individuals executing this Order Form represent and warrant that he or she is authorized to execute the Agreement on behalf of Customer or Blackboard, as applicable.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Product and Pricing Summary

<table>
<thead>
<tr>
<th>Qty</th>
<th>U of M</th>
<th>Product Code</th>
<th>Product or Service Description</th>
<th>Initial Term Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>X</td>
</tr>
</tbody>
</table>

B. Term

1. Initial Term: Unless otherwise specified in the Product or Service Description above, the Initial Term shall be one (1) year following the Effective Date.
2. Unless otherwise specified in the Product or Service Description above, this Order Form shall be renewed automatically for successive periods of one (1) year (each a “Renewal Term”) after the expiration of the Initial Term and any subsequent Renewal Term, unless Customer provides Blackboard, or Blackboard provides Customer, with a written notice to the contrary thirty (30) days prior to the end of the Initial Term or Renewal Term, as applicable.
3. Effective Date: Upon execution of this Order Form.

C. Payment Terms

1. All initial and subsequent payments shall be due Net 30. Unless otherwise specified, all dollars ($) are United States currency.
2. Customer shall be invoiced for amounts due in respect of the first year of the Initial Term upon execution of this Order Form.
3. Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.

D. Special Provisions

1. The terms and conditions of the Blackboard Learn ™ Software Schedule dated April 1, 2011 shall be incorporated herein.

Customer: University of Tennessee- Knoxville

Signature

Name (printed)

Title (printed)

Date

Blackboard ("Blackboard")

Signature

TESS FRAZIER

Name (printed)

VICE PRESIDENT

Title (printed)

Date