SCHOOL OF EDUCATION
POLICIES GOVERNING CREDIT-BEARING ACADEMIC COURSES

ESTABLISHING A NEW ACADEMIC COURSE
A new academic course is defined as one that is not currently offered by the School of Education and which provides academic credit that can be applied towards a degree or certificate program or (in exceptional cases) is delivered as part of a non-degree professional development program.

Faculty are responsible for developing new academic courses in response to current trends and needs in their program or field. New courses are expected to reflect the involvement of appropriate stakeholders (e.g. full-time faculty, adjunct faculty, practicing professionals, professional organizations, program advisory boards, students and alumni, etc.). With the exception of courses developed as part of a grant (see below), new courses that are developed as part of a degree or certificate program or for a non-degree professional development program require the approval of 1) the faculty program lead and 2) either the Curriculum Policy Committee (CPC) (for non-doctoral courses courses) or the Doctoral Committee (for doctoral courses). [Note: In accordance with the bylaws of SOE’s Faculty Senate, CPC is charged with curricular oversight responsibility for all SOE academic programs. However, CPC may devolve responsibility for all course approvals to the Doctoral Committee.]

When proposing a new course, faculty must demonstrate 1) that there is a specific academic need for the course based on data/evidence (for example, responding to a change in the professional standards governing the program); 2) that it accords with the School's vision, mission, strategic plan, dispositions, unit assessment plan, and (if applicable) state/professional/national standards governing the program; and 3) that appropriate faculty, resources (e.g. library) and facilities are available. Prior to submitting a course proposal, faculty should also review the course listings (both current and historic) in SIS to determine first if a similar course has been offered previously.

Faculty who wish to introduce a new course, excluding those being developed as part of a grant (see below), should complete the New Course Proposal Form (see Appendix A) and submit it—having first obtained the signatory approval of the faculty program lead or division director—to CPC or the Doctoral Committee for review, with a copy going to the Vice Dean for Academic Affairs (VDAA). If approved by CPC, the VDAA (or designee) shall notify the Office of the Registrar, who is responsible for creating the new course record in SIS. [Note: When proposing to introduce a new online course, faculty should first obtain approval from the VDAA before submitting the course proposal form to the relevant faculty committee.]

New credit-bearing courses that form part of a new or existing funded grant should be vetted through the Office of Finance and Administration, appropriate faculty program lead, and enrollment services (admissions, registrar, and financial aid offices), approved by the Dean’s Office, and reported to CPC for informational purposes. Faculty should complete the New Course Proposal Form (see Appendix A) as part of the grant application process.
Note: When considering establishing a new course, faculty should, in addition to adhering to this policy document, also refer to SOE’s Policies Governing the Academic Program Life Cycle (see Modifying an Existing Academic Program).

MODIFYING AN EXISTING ACADEMIC COURSE

Faculty are responsible for ensuring that any course modifications are reflected promptly in course syllabi, program descriptors (e.g. in the Academic Catalog and on program web pages), and other related program materials.

Course modifications should 1) be made in consultation with appropriate stakeholders (e.g. full-time faculty, adjunct faculty, practicing professionals, professional organizations, program advisory boards, students and alumni, etc.); 2) reflect evidence of need based on data/evidence (such as assessment data reported in annual Program Improvement Plans, course evaluations, etc.), documented stakeholder feedback, and/or published trends or needs; 3) align with the School's vision, mission, strategic plan, dispositions, unit assessment plan, and (if applicable) state/professional/national standards governing the program; and 4) not be implemented without ensuring that appropriate faculty, resources (e.g. library), and facilities are available to support the change(s).

Course Modifications approved by a Faculty Committee. Course modifications requiring CPC approval include the following: changing a course title, changing a course descriptor, changing course goals/objectives and/or learning outcomes, changing assessments or assignments related to key assessments, substantially modifying the curricular content of a course, changing or adding a new delivery mode to a course (e.g. moving a course from a majority face-to-face to majority online delivery mode), changing the status of course within a program (e.g. switching a core/required course to an elective [or vice versa]), and changing the credit weighting of a course.

Faculty who wish to make modifications to an existing course that requiring faculty committee approval should complete the Course Modification Proposal Form (see Appendix B) and submit it—having first obtained the signatory approval of the faculty program lead or division director—to CPC (for non-doctoral courses courses) or the Doctoral Committee (for doctoral courses) for review, with a copy going to the Vice Dean for Academic Affairs (VDAA). If approved by CPC/the Doctoral Committee, the VDAA (or designee) shall notify, depending on the nature of the proposed change(s), the Office of the Registrar and/or administrative program coordinator associated with the program in question to implement the course change(s). [Note: When proposing to change the delivery mode of a course from majority face-to-face to majority online, faculty should first obtain approval from the VDAA before submitting the course proposal form to the relevant faculty committee.]

Course Modifications approved at the Program Level. Minor course modifications—such as changes in course assignments not aligned with key assessments, changes that do not alter consistency or rigor of the course, minor curricular changes, textbooks/readings, or changes in the instructor teaching the course—only require the approval of the faculty program lead or division director. Such changes do not need to be reported to CPC for informational purposes.
Note: When considering making a course modification, faculty should, in addition to adhering to this policy document, also refer to SOE’s Policies Governing the Academic Program Life Cycle (see Modifying an Existing Academic Program).

COURSES DELIVERED OFF-CAMPUS
All SOE credit-bearing courses that involve face-to-face instruction (excluding certain internships/practica and independent studies) must be delivered at the Education Building/Homewood campus, the Columbia Center campus, the Montgomery County campus, or at a pre-existing, approved off-campus location.

Faculty who wish to deliver a course at an off-campus location where SOE is not currently approved to operate must first consult with the Vice Dean for Academic Affairs (or designee). This stipulation applies whether a course is to be delivered 1) in its entirety at an off-campus location or just part of a course is (for example, a single class), and 2) either within or outside of Maryland. Following a request to offer a course off-campus, the VDAA (or designee) will consult with the Provost’s Office (and other offices/persons as appropriate) to determine what additional steps (if any) are required to ensure that SOE is authorized to delivered a course at the desired off-campus location(s)—for example, preparing a Closed Site Letter of Understanding, MOU, or other agreement type with a partner organization(s), notifying MHEC or MSHCE, etc. The VDAA (or designee) will then work with the faculty program lead to prepare the necessary materials to obtain the required authorization(s).

In the event that the proposed use of an off-campus location requires that a formal agreement (e.g. an MOU) be signed with a partner organization(s), SOE’s Office of Finance and Administration and JHU’s Office of General Counsel must be consulted. In addition, all partnership agreements must be forwarded to the Provost for signature—only the Provost has the authorization to sign such agreements on behalf of JHU. (See also New or Existing Programs Involving an External Partnership Agreement under SOE’s Policies Governing the Academic Program Life Cycle.)

Faculty must notify the VDAA (or designee) at least six months before the course is due to be delivered at the off-campus location in order to allow adequate time to complete the necessary paperwork and obtain the required approval(s). No course may be delivered at an off-campus location on an unauthorized basis.

There must be sound academic reasons for choosing to deliver a course at an off-campus location rather than at a JHU campus—for example, because the off-campus location offers facilities or resources that are unavailable at a JHU campus location. Instructor or student convenience is not sufficient justification to offer a course at an off-campus location.

Note: When considering delivering a course off-campus, faculty should, in addition to adhering to this policy document, also refer to SOE’s Policies Governing the Academic Program Life Cycle (see New or Existing Programs Involving Instruction at an Off-Campus Location).
COURSES WITH ONLINE CONTENT
Faculty who wish to offer a new online or blended (i.e. partially online) course or change the delivery mode of a face-to-face/web-enhanced course into an online/blended format must follow the policies and procedures laid out in SOE’s 1) Policy on the Design and Delivery of Online, Blended, and Web-Enhanced Courses/Programs & Faculty Development and Support, and 2) Policies Governing the Academic Program Life Cycle, as well as adhering to the policies laid out in this document regarding the establishment of new courses or the modification of existing courses.

COURSE SYLLABUS
An essential element in any course is the course syllabus, which:

- Informs students about the course content, course objectives, student learning outcomes, grading and assessment criteria, teaching methods, learning resources/materials (e.g. required readings), and key policies.
- Informs students about qualifying information, such as prerequisites.
- Provides direction to new faculty concerning the overall framework of the course.
- Informs other academic institutions and organizations about the content of the course so that accurate decisions relative to transfer credit or recognition for prior learning can be made.

While the content, structure, length, and specificity of course syllabi vary by program and field of study, all syllabi must follow the School of Education’s syllabus templates located on the Inside Education website.

Course syllabi are prepared by instructors and require approval by the faculty program lead/division director with responsibility for oversight of the course in question each time a course section is delivered. (Note: each course section should have its own syllabus.) While each program may have its own procedures for initial approval and periodic review of course syllabi, every course syllabus should be submitted to the faculty program lead/division director for review at least four weeks prior to the course start date. All syllabi should be stored in a shared central repository (e.g. JHBox site).

COURSE DESCRIPTORS
Course descriptors provide the reader with an overview of the course. The official course descriptor of record is the one maintained in SIS. (Note: The course descriptors that appear on the School of Education web site and the online course schedule are pulled from SIS.) The descriptors used in the academic catalog, course syllabi, program handbooks, and so on, should match the one maintained in SIS.

Course descriptors are drafted by faculty. Course descriptors for new courses should be reviewed/approved as part of the Establishing a New Academic Course policy above. Revisions to existing course descriptors should be reviewed/approved as part of the Modifying an Existing Academic Course policy above.
ACADEMIC CREDIT HOURS
JHU defines a credit hour as a reasonable approximation of the student learning outcome equivalency of an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than, at a minimum, the federal definition:

1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;
2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For more information on JHU’s credit hour policy, please see https://www.jhu.edu/assets/uploads/2014/09/CreditHourPolicy.pdf.

Note: At the state and federal level, one hour of classroom instruction equates to 50 minutes of actual class time. Thus, a standard 3-credit, 15-week face-to-face course only needs to meet in class for 2½ hours each week (if the entire time is devoted to classroom instruction) to fulfill the requirements of the JHU policy.

CLASS CANCELLATION POLICY
Instructors employed by the School of Education are required to teach all scheduled class sessions. Instructors teaching a face-to-face course cannot cancel a class session unless 1) the university has taken the decision to cancel classes, for example due to bad weather, or 2) there is a valid reason for cancelling a class, for example due to illness or a bereavement. In the event a class session is cancelled, instructors must arrange a make-up class session, whether by rescheduling the class to meet in-person on another day or by creating an online class session via Blackboard, following the protocols and templates established by SOE’s Office of Accreditation, Assessment and Technology (OAAT). In addition, except in the emergency circumstances outlined above, instructors teaching a face-to-face course cannot move a class session that has been previously scheduled for face-to-face instruction to an online class session without prior approval of the program lead and notifying OAAT’s instructional design team in advance.
APPENDIX A
NEW COURSE PROPOSAL FORM

Instructions: The purpose of this form is to provide information about a proposed new course. The following steps should be followed when proposing a new course, as defined in SOE’s Policies Governing Credit-Bearing Academic Courses:

1. The faculty member proposing the new course should complete this form with the information requested and sign the cover sheet below.
2. The form should then be forwarded to the faculty program lead (for Education courses) or division director (for PSL) for review and signature.
3. If approved by the faculty program lead/division director, the form should then be forwarded to the chair of the Curriculum Policy Committee (CPC) (for non-doctoral courses) or Doctoral Committee (for doctoral courses), copying the Vice Dean for Academic Affairs (VDAA) (or designee), for review and approval by the relevant faculty committee.
4. If the proposed course is approved by the CPC/Doctoral Committee, the VDAA (or designee) will notify the Office of the Registrar, who is responsible for creating the new course record in SIS.
5. Once the new course is set up in SIS, the Registrar’s Office will notify the VDAA (or designee) and the faculty proposer, faculty program lead, and/or division director, indicating the new assigned course number and confirming that all necessary actions have been completed.

When proposing a new course, faculty should refer to SOE’s: 1) Policies Governing Credit-Bearing Academic Courses, 2) Policies Governing the Academic Program Life Cycle, and 3) (if the proposed is to be offered in an online or blended format) Policy on the Design and Delivery of Online, Blended, and Web-Enhanced Courses/Programs & Faculty Development and Support.

Please address any questions regarding the process or form requirements to Rhodri Evans in the Dean’s Office (tel: 410-516-0741; email: revans@jhu.edu). Please address any SIS-related questions to the Registrar’s Office (tel: 410.516.9816; email: soe.registration@jhu.edu).

COVER SHEET SIGNATURES:

Form completed by: ____________________________ Date: ________

Faculty Program Lead/Division Director: ____________________________ Date: ________

Approved:  Yes ☐  No ☐

CPC/Doctoral Committee: ____________________________ Date: ________

Approved:  Yes ☐  No ☐

Has the proposed course previously been approved as part of an MHEC program proposal? Yes ☐ No ☐
[Note: If yes, the proposed course does not need to be formally approved by the CPC/Doctoral Committee, though the form still needs to be completed in order to create the new course in SIS.]
Appendix A: New Course Proposal Detail Sheet

(If space is an issue for any of the items below, please detail the information requested in a separate attachment when you submit this form)

1) PROPOSED COURSE PREFIX (e.g. 810, 861, etc.): ___ ___ ___  COURSE LEVEL (e.g. 100-level, 500-level, etc.): ___ ___ ___

2) PROPOSED COURSE TITLE:

3) PROPOSED CREDIT WEIGHTING FOR COURSE [Please review the section on Academic Credit Hours in SOE’s Policies Governing Credit-Bearing Academic Courses to ensure that the course remains compliant with school and university policies governing credit hours.]

4) PROPOSED COURSE START DATE: Semester______________  Year ______________

5) PROPOSED COURSE DESCRIPTOR:

6) COURSE TYPE
   □ Lecture □ Seminar □ Internship □ Practicum □ Independent Study □ Other (please detail): ______________________

7) INSTRUCTIONAL DELIVERY METHOD: □ 100% Face-to-Face □ Web-Enhanced (1-30% online, the rest face-to-face) □ Blended I (31-50% online) □ Blended II (51-79% online) □ Online (80% >) □ Other format (please detail): ______________________

8) COURSE RESTRICTIONS AND/OR COURSE PRE-REQUISITES (if any):

9) PROGRAM(S) WITH WHICH THE PROPOSED COURSE WILL BE AFFILIATED:

10) COHORT AFFILIATION (if any):

11) WILL THE PROPOSED COURSE:
   ➢ Replace an existing current course? Yes □ No □
      ▪ If so, please provide the course number of the course being replaced ___ ___ ___.
   ➢ Be offered 1) as a core course requirement Yes □ No □ or 2) as an elective Yes □ No □ within the program(s)?
   ➢ Be a limited course offering delivered as part of a funded grant? Yes □ No □
   ➢ Be a limited course offering delivered as part of a non-degree professional development program? Yes □ No □
Appendix A: New Course Proposal Form Detail Sheet

(If space is an issue for any of the items below, please detail the information requested in a separate attachment when you submit this form)

12) COURSE GOALS/OBJECTIVES:

13) STUDENT LEARNING OUTCOMES:

14) ALIGNMENT WITH PROGRAM LEARNING OUTCOMES, SOE’S DISPOSITIONS, AND (IF APPLICABLE) STATE/NATIONAL/PROFESSIONAL STANDARDS (please describe how the course learning outcomes will align with these elements):

15) COURSE ASSESSMENT(S) (Please detail the course assessments that you anticipate will be used to assess the learning outcomes detailed above):

16) RATIONALE FOR INTRODUCING PROPOSED NEW COURSE:
   (In accordance with SOE’s Policies Governing Credit-Bearing Academic Courses, this rationale should explain the academic need for the proposed course (based on data) and detail how the proposed course aligns with the School of Education’s vision, mission, strategic plan, dispositions, unit assessment plan, and (if applicable) state/national/professional standards.) [Note: If the proposed course forms part of a new program proposal requiring MHEC approval, you do not need to complete this section—this rationale piece has been be covered as part of the MHEC program proposal.]

17) PERSONS/STAKEHOLDERS INVOLVED IN COURSE DEVELOPMENT/DECISION-MAKING PROCESS (if any—e.g. adjunct faculty, professional practitioners, alumni, etc.) AND NATURE OF THEIR INVOLVEMENT: [Note: If the proposed course forms part of a new program proposal requiring MHEC approval, you do not need to complete this section—this stakeholder piece has been be covered as part of the MHEC program proposal.]

18) WILL ADDITIONAL RESOURCES (e.g. in terms of faculty, facilities or technical/IT resources) BE REQUIRED TO SUPPORT THE PROPOSED NEW COURSE? Yes ☐ No ☐
   If Yes, please detail the anticipated resources required: [Note: If the proposed course forms part of a new program proposal requiring MHEC approval, you do not need to complete this section—this resources piece has been be covered as part of the MHEC program proposal.]

19) OTHER COMMENTS OR ITEMS TO NOTE?
APPENDIX B
COURSE MODIFICATION PROPOSAL FORM

**Instructions:** The purpose of this form is to provide information about a proposed course modification(s) requiring the approval of CPC (for non-doctoral courses) or the Doctoral Committee (for doctoral courses), as defined in SOE’s Policies Governing Credit-Bearing Academic Courses. The following steps should be followed when proposing a course modification(s):

1. The faculty member proposing the course modification(s) should complete this form with the information requested and sign the cover sheet.
2. The form should then be forwarded to the faculty program lead (for Education courses) or division director (for PSL) for review and signature.
3. If approved by the faculty program lead/division director, the form should then be forwarded to the chair of the CPC (for non-doctoral courses) or the Doctoral Committee (for doctoral courses), copying the Vice Dean for Academic Affairs (VDAA) (or designee), for review and approval by the relevant faculty committee.
4. If the proposed course is approved by CPC/Doctoral Committee, the VDAA (or designee) will notify: 1) the faculty program lead/division director and faculty proposer, and 2) depending on the nature of the course modification(s) and follow-up action(s) required, either the Office of the Registrar or the academic program coordinator associated with the program.
5. For a course modification(s) that requires follow-up action(s) by either the Registrar’s Office or academic program coordinators, once the modification(s) have been implemented, the Registrar’s Office/academic program coordinator will notify the VDAA (or designee) and the faculty proposer, faculty program lead, and/or division director, indicating that all necessary actions have been completed.

When proposing a course modification, faculty should refer to SOE’s: 1) Policies Governing Credit-Bearing Academic Courses, 2) Policies Governing the Academic Program Life Cycle, and 3) (if the proposed is to be offered in a fully online or blended format) Policy on the Design and Delivery of Online, Blended, and Web-Enhanced Courses/Programs & Faculty Development and Support.

Please address any questions regarding the process or form requirements to Rhodri Evans in the Dean’s Office (tel: 410-516-0741; email: revans@jhu.edu). Please address any SIS-related questions to the Registrar’s Office (tel: 410.516.9816; email: soe.registration@jhu.edu).

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**COVER SHEET SIGNATURES:**

Form completed by: ___________________________ Date: ______________

Faculty Program Lead/Division Director: ___________________________ Date: ______________

Approved: Yes ☐ No ☐

CPC/Doctoral Committee: ___________________________ Date: ______

Approved: Yes ☐ No ☐

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Has the proposed course previously been approved as part of an MHEC program proposal? Yes ☐ No ☐

[Note: If yes, the proposed course does not need to be formally approved by the CPC/Doctoral Committee, though the form still needs to be completed in order to create the new course in SIS.]
Appendix B: Course Modification Proposal Detail Sheet

(If space is an issue for any of the items below, please detail the information requested in a separate attachment when you submit this form)

1) CURRENT COURSE NUMBER: ___ ___ ___ • ___ ___ ___

2) CURRENT COURSE TITLE:

3) PROGRAM(S) WITH WHICH THE COURSE IS CURRENTLY AFFILIATED:

4) PROPOSED START DATE FOR THE NEWLY MODIFIED COURSE: Semester __________ Year __________

5) PLEASE INDICATE THE NATURE OF THE PROPOSED COURSE CHANGE(S) (please tick all that apply):

□ Change in course number

□ Change in course title (If so, please state the proposed new course title):

□ Change course descriptor (If so, please detail the proposed new course descriptor):

□ Change in course goals/objectives and/or learning outcomes (If so, please detail how these changes align with program learning outcomes, SOE’s dispositions, and (if applicable) state/national/professional standards):

□ Change in assessments or assignments related to key assessments (If so, please describe)

□ Change in curricular content of course (If so, please describe)

□ Change in course credit weighting (If so, please indicate the proposed new credit weighting):

[Please review the section on Academic Credit Hours in SOE’s Policies Governing Credit-Bearing Academic Courses to ensure that the course remains compliant with school and university policies governing credit hours.]

□ Change in course delivery mode

➢ If so, please indicate the proposed new delivery mode:

□ 100% Face-to-Face □ Web-Enhanced (1-30% online, the rest face-to-face) □ Blended I (31-50% online)

□ Blended II (51-79% online) □ Online (80% >) □ Other format (please detail): ______________________

➢ Will this new delivery mode replace the existing delivery mode (Yes □ No □) or be offered in addition to the current delivery mode (Yes □ No □)?

□ Change in course status within program(s) from core required course to elective (or vice versa) (If so, please describe the change in course status):

□ Other change(s) (If so, please detail the proposed course changes):

1 Requires follow-up action at the course level in SIS by the Registrar’s Office

2 Requires follow-up action at the section level in SIS by the academic program coordinator
Appendix B: Course Modification Proposal Detail Sheet

(If space is an issue for any of the items below, please detail the information requested in a separate attachment when you submit this form)

6) RATIONALE FOR COURSE MODIFICATION(S):
   (In accordance with SOE’s Policies Governing Credit-Bearing Academic Courses, this rationale should explain the academic need for the course modification(s) (based on data) and detail how the proposed course modification(s) aligns with the School of Education’s vision, mission, strategic plan, dispositions, unit assessment plan, and (if applicable) state/national/professional standards.)
   [Note: If the proposed course modification(s) forms part of a broader set of program changes requiring MHEC approval, you do not need to complete this section—this rationale piece has been be covered as part of the MHEC program proposal.]

7) PERSONS/STAKEHOLDERS INVOLVED IN COURSE DEVELOPMENT AND DECISION-MAKING PROCESS (if any—e.g. adjunct faculty, professional practitioners, alumni, etc.) AND NATURE OF THEIR INVOLVEMENT:
   [Note: If the proposed course modification(s) forms part of a broader set of changes requiring MHEC approval, you do not need to complete this section—this stakeholder piece has been be covered as part of the MHEC program proposal.]

8) WILL ADDITIONAL RESOURCES (e.g. in terms of faculty, facilities or technical/IT resources) BE REQUIRED TO SUPPORT THE PROPOSED COURSE MODIFICATION? Yes □ No □
   If so, please detail the resources required:
   [Note: If the proposed course modification(s) forms part of a broader set of changes requiring MHEC approval, you do not need to complete this section—this resources piece has been be covered as part of the MHEC program proposal.]

9) OTHER COMMENTS OR ITEMS TO NOTE?

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