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I. Introduction & Course Delivery Methods

The Johns Hopkins School of Education (SOE) is committed to exploring new and emerging distance and online instructional strategies to advance teaching and learning of faculty and students. The School recognizes the advantages that web-supported learning provides our students and their students. It further recognizes that achieving this outcome requires providing faculty with ongoing faculty development and multi-tiered support in order to realize online technologies’ full potential.

The School, through its Office of Accreditation, Assessment, and Technology (AAT), provides professional development and support of faculty in web-based program and course development, instructional design, and the implementation of effective strategies for teaching and learning online. Faculty are supported within three course delivery methods: Web-enhanced, Blended, and Online.

The three core course delivery methods are defined as follows:

- **Web-Enhanced** – This type of course employs web-based technology to facilitate what is essentially a face-to-face course. All SOE courses that use the Learning Management System (LMS) are considered web-enhanced courses. At minimum, a web-enhanced course will follow the SOE course template and post a course syllabus (with a clear statement of learning outcomes), assessments, course plan, and bibliography in the LMS course site. In addition, web-enhanced courses may entail online instructional delivery of up to 30 percent of the course content.

- **Blended** – With up to 80 percent of content delivered online, this type of course blends online and face-to-face delivery and provides a substantial proportion of content in an online format. Typically, it uses a variety of online instructional strategies and integrates them with face-to-face meetings.

- **Online**1 – With 80 percent or more of content delivered online, this type of course is either entirely or almost entirely web-based. Typically, it has very few or no face-to-face meetings.

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1 Note: The University, for the purposes of accreditation, defines an online course as one in which more than 50 percent of the content is delivered online. Courses that meet this 50+ percent threshold will be classified as “online” in SIS and (except in exceptional circumstances) will be charged the online tuition rate accordingly. The definition of online at the University level includes blended courses where the online content exceeds 50% and online courses as defined in this document. When this document refers to a course or program as being online, the above stated SOE definition (i.e. where more than 80 percent is delivered online) is being used, unless otherwise indicated.
With all three methods, faculty involvement is critical to successful implementation. Moving to a partly or fully online course format does not lessen the role of instructors. They must assume new roles and acquire competencies not required within traditional face-to-face settings. Preparing them to make such paradigm shifts and acquire new skills requires adequate ongoing professional development. Ongoing faculty support—spanning course design, development, and delivery—is equally critical.

II. Policies and Process for Program and Course Approval

a. Program Approval Process

In accordance with the Middle States Commission on Higher Education (MSHCE) and the Maryland Higher Education Commission’s (MHEC) policies governing distance education, the School of Education defines an “online” program as one in which more than 50 percent of the program’s coursework/curriculum content is delivered online. For regulatory purposes, SOE considers a program that is 30-50 percent online as being “blended,” while programs whose online content falls below 30 percent are considered “web-enhanced.”

In terms of review/approval regulatory requirements, please note the following (see also SOE’s Policies Governing the Academic Program Lifecycle: Establishing a New Academic Program and Modifying an Existing Academic Program):

- All **new** online, blended and web-enhanced programs must be reviewed and approved by Curriculum Policy Committee (CPC), Faculty Executive Committee (acting on behalf of
the Faculty Senate), Academic Council, and MHEC (and MSHCE in certain circumstances).

- For modifications to existing programs, CPC, Faculty Executive Committee (acting on behalf of the Faculty Senate), Academic Council and MHEC (and MSCHE in certain circumstances) review/approval is required in the event of the following: 1) if the proposed changes modify the program coursework/curriculum content by more than 33 percent (e.g. through replacing existing courses with new courses), and/or 2) if the proposed changes push the overall online content of the program over the 50 percent threshold, thereby qualifying the program as an “online” program (as defined above).

- For modifications to existing programs that do not meet the above criteria—i.e. where 1) the overall changes affect 33% or less of the program coursework/curriculum content, and 2) the online content amounts to 50 percent or less of the program—external (MHEC/MSHCE) review/approval is not required. In such cases, the Dean’s Office shall determine what level of internal review/approval is required or whether the proposed program changes simply need to be reported to CPC for informational purposes.

- The Doctoral Committee is responsible for reviewing and approving all new doctoral courses, all course modifications, and any program modifications that do not trigger the need for MHEC approval (as defined above).

When developing a new online, blended or web-enhanced program or modifying an existing online, blended or web-enhanced program—including implementing program modifications that do not require internal CPC/Academic Council and external MHCE/MSCHE approval—the policies and procedures regarding the development of online/blended/web-enhanced courses and programs as defined in this document shall be followed.

- In the case of online and blended programs (i.e. where the overall program content is 30% or more online), SOE’s policies governing the development of online and blended programs will be followed (see section III.a).
- In the case of web-enhanced programs (i.e. where the overall program content is less than 30% online), SOE’s policies governing the development of online and blended courses will be followed (see sections II.b and III.b).

b. Course Approval Process (for Individual Courses and for Web-Enhanced Programs)

Faculty seeking to 1) create a new online/blended course, or 2) change the delivery mode of an existing face-to-face/web-enhanced course into an online/blended format must first obtain the approval of the Vice Dean for Academic Affairs (VDAA) or designee. Once approved by the VDAA, the faculty member shall, in accordance with SOE’s Policies Governing Credit-Bearing Academic Courses, submit a new course proposal form or course modification proposal form to either CPC (for non-doctoral programs) or the Doctoral Committee (for doctoral programs) to review and approve.

A faculty may request the creation or conversion of more than one course following the process outlined in the preceding paragraph, provided that the overall course changes being proposed do not: 1) modify the program(s) coursework/curriculum content by more than 33 percent (e.g. through replacing existing courses with new courses), and/or 2) push the overall online content of
the program over the 50 percent threshold, thereby qualifying the program as an “online” program (as defined above).  

(Note: In the event the proposed course changes trigger the requirement for MHEC approval, the terms outlined in section II.a above shall apply.)

Once the VDAA and CPC/Doctoral Committee have approved the request to create a new online/blended course(s) or convert a web-enhanced course(s) into an online/blended format, the faculty member will work with AAT’s instructional design team to design the new/modified online/blended course(s) per the steps outlined below:

1. Program Area Lead (PAL) or faculty will contact the AAT Associate Dean by the required deadline (see Section III).
2. Faculty will develop the course content and materials for the online or blended format. The instructional design team will collaborate with faculty to design the course(s) for online or blended delivery.
3. Faculty will follow the scope and sequence and deliverable dates and content as specified by the instructional design team in order to ensure progress.
4. After the course(s) has been taught, the students will be surveyed and the evaluation data from blended and online courses will be reviewed by the instructional design team, the faculty, and the program director/faculty lead (if applicable) to inform and affect changes required in the possible redesign of the course and possible further faculty development and support.
5. After initial course offering and updates outlined in #4 above, courses will follow a maintenance and review schedule as outlined in Section III.

III. Course Design, Redesign, & Maintenance: Policies and Timelines

a. Online or Blended Programs

The following timeline starts after CPC and the VDAA (or designee) have given their endorsement for faculty to proceed 1) with the development of a new online or blended program, or 2) the conversion of an existing face-to-face program to an online or blended delivery mode. In the case of new online/blended programs or the modification of an existing face-to-face program requiring CPC/Academic Council and MHEC approval (see section II.a), the online development process outlined below will overlap with the faculty’s work in preparing the MHEC proposal.

1. Program development initial meeting should take place at least seven months before the program launch if the program already exists in a face-to-face format.
2. Program development initial meeting should take place one year before the program launch if the program is new.
3. Design team members: AAT’s instructional design team, academic program director/faculty lead, program administrative coordinator, and content experts.
4. After the initial meeting, the design team and program director/faculty lead will follow the timeline outlined in Appendix A.
b. Online and Blended Courses

**New Development:** The following process and timeline starts after program finalization for new course development:

i. Initial meeting should take place **nine months** before course delivery.
ii. Course development will take no less than **eight months**.
iii. Development follows the process outlined in the Course Development Timeline document (Appendix B).
iv. Course development timeline will follow the SOE course development process outlined in the Course Development Timeline and Faculty Responsibilities for Course Development MOU (Appendices B & C).
v. Course is ready **one month** before course delivery.

**Revision:** Courses will be revised every three years. The following timeline applies to courses needing revision:

i. Initial meeting takes place no less than **four months** before course delivery.
ii. Course revisions takes no less than **three months**.
iii. Course revision timeline will follow the SOE revision process outlined in the Faculty Responsibilities for Course Redesign/Revisions MOU (Appendix D).
iv. Course is ready **one month** before course delivery.

**Existing Online/Blended Courses (Maintenance):** Once a course is designed, it will be updated prior to the semester it is to be offered.

i. The instructional design team will work with the lead faculty to establish a course update schedule that will begin **no less than two months** prior to course offering.
ii. The instructional design team will make basic course updates as outlined in the Course Maintenance document (Appendix E) and detailed in the Instructional Designer/Lead Instructor Responsibilities document (Appendix H).
iii. Faculty will provide the instructional designer (ID) with course changes based upon the schedule established by the ID, keeping in mind that all course updates must be finalized online in the LMS **at least one month prior to course offering**.
iv. If an adjunct faculty is hired to teach an already designed and approved course, no changes will be made unless agreed upon by the PAL or faculty lead.

**Standard practice for all online and blended courses:**

i. Summer and fall courses should be ready **one month** prior to start date. Spring courses should be ready **six weeks** prior to the course start date.
ii. Faculty will be given access to their course site in the LMS approximately one month prior to the start of the course.
iii. Students will be given access to the course site approximately five to seven days before the course is scheduled to begin or as soon as faculty make the site available in the LMS.
iv. New students need to successfully complete the SOE Student Orientation in order to gain access to their courses in the LMS.

c. **Web-Enhanced Courses**

Standard practice and timeline for web-enhanced courses:

i. Course site should be ready **one month** prior to start date.

ii. Faculty names should be in SIS **one month** prior to start date.

iii. Faculty are granted access to their courses when they are entered in SIS.

d. **Faculty Responsibilities:** Faculty must sign an MOU detailing their responsibilities for course development or redesign, content delivery and adherence to a course development timeline agreed upon by the faculty member, program director/faculty lead, the AAT Associate Dean, and assigned ID. (See Appendices B, C and D.)

e. **Course Development/Revision and Compensation:** Faculty will be compensated for developing or revising an online course. Compensation shall be remitted in one installment after the course has been fully developed and is ready for online delivery in the LMS. Compensation is not provided for course updates (less than 50% revision of content).

   Compensation shall be remitted in full to the faculty member if the content is delivered by the deadline outlined in the approved timeline. For courses that are not required to run in a particular semester, if the timeline is not adhered to, the AAT Associate Dean may pull the course from the design process and request that the course is not offered for the coming semester. For courses that are required to run because of program need, if the content is delivered 10 to 30 days beyond the approved deadline, compensation will be reduced by 10 percent. If content is delivered 31 days or later beyond the approved deadline, faculty compensation will be reduced by 20 percent.

**IV. Course Management Policies**

a. **Course Enrollment Load:** In order to maintain student interaction and satisfaction, it is recommended that enrollment be set at 25 students per section; if enrollment surpasses 20 students, the instructor will be provided a Teaching Assistant (TA) to help manage the discussion board and assignment feedback. When enrollments exceed 25, it is recommended that a new section be created.

   At the discretion of the Program Area Lead or Program Director, and with the approval of the VDAA (or designee), a TA may be assigned to courses with fewer than 20 students enrolled.

   A TA will be assigned to all online EdD courses at the discretion of the EdD Program Director. For details, refer to the SOE Policy on Teaching Assistants.

b. **Syllabus and Grading:** In line with distance education best practices, instructors should include discussions in their online course and assign these discussions no less than 15% of the
overall course grade. Instructors will be provided with SOE’s Syllabus Template for Online Courses to create the course syllabus. The SOE syllabus template must be used by all faculty.

c. **Access to Courses in the LMS:** Access to School of Education courses using the LMS will be granted to the instructor(s), a designated TA(s) (if applicable), the designated program director/faculty lead (for oversight purposes), and an ID (to provide course management support and design). If the instructor or program director/faculty lead wishes to restrict or expand personnel access to the course, s/he should request approval from the VDAA (or designee). Students will be informed via a statement on the LMS course site notifying them of all personnel who have been given access to the course.

d. **E-Reserves and Library Support** - The Library Reserves service is designed to eliminate the burden of dealing with the complexities of fair use and copyright and the processing and management of content. Instructors should email their syllabi to the Reserves Department at reserves@jhu.edu and cc their campus librarian and ID **four to six** weeks prior to each semester or other relevant course period. Note: Each semester, Library Reserve staff will establish a deadline.

Refer to Appendix G for additional information about EReserve guidelines and Library Support policies and processes.
## APPENDIX A
### PROGRAM DEVELOPMENT TIMELINE

<table>
<thead>
<tr>
<th>Action*</th>
<th>Deliverable</th>
<th>Estimated Work Timeframe**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goals</strong></td>
<td>Create program goals and objectives</td>
<td>15 days</td>
</tr>
<tr>
<td><strong>Course lineup</strong></td>
<td>Finalize list of courses</td>
<td>20 days</td>
</tr>
<tr>
<td></td>
<td>Finalize course description</td>
<td>30 days</td>
</tr>
<tr>
<td></td>
<td>Timeline for course delivery</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Identify specific courses initial objectives</td>
<td>30 days</td>
</tr>
<tr>
<td><strong>Program / Courses</strong></td>
<td>Map course objectives to program objectives</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Rethink course content to ensure all program objectives are met</td>
<td>15 days</td>
</tr>
<tr>
<td></td>
<td>Finalize course list and descriptions</td>
<td>15 days</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Create program level assessments</td>
<td>30 days</td>
</tr>
<tr>
<td></td>
<td>Identify capstone course content</td>
<td>20 days</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>Identify standards and objectives to be included in the portfolio</td>
<td>15 days</td>
</tr>
<tr>
<td></td>
<td>Identify elements to include as artifacts</td>
<td>20 days</td>
</tr>
<tr>
<td><strong>Course Design</strong>*</td>
<td>Identify course timeline for design</td>
<td>5 days</td>
</tr>
<tr>
<td></td>
<td>Identify number of courses to be in the initial design***</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initial meetings for course design</td>
<td></td>
</tr>
<tr>
<td><strong>Total Program Development</strong></td>
<td></td>
<td>235 days</td>
</tr>
</tbody>
</table>

*This timeline is for new programs
** Timeline is configured in working days, with each day calculated at 7.5 hours
***Existing programs start at the course design stage, assuming none of the above is changed
****AAT’s instructional design team can work on up to six courses at a time
# APPENDIX B
## COURSE DEVELOPMENT TIMELINE

<table>
<thead>
<tr>
<th>Action</th>
<th>Deliverable</th>
<th>Estimated Work Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Identify Context</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logistical information</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Audience assessment</td>
<td>6 days</td>
</tr>
<tr>
<td>2</td>
<td><strong>Determine Intended Learning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan topics of instruction</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Determine sections or sub-topics</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Identify major areas that can merge into one session</td>
<td>1 day</td>
</tr>
<tr>
<td></td>
<td>Create course specific objectives</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Identify program level objectives</td>
<td>1 day</td>
</tr>
<tr>
<td>3</td>
<td><strong>Plan Assessments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create an assessment for each objective</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create a rubric for each assessment</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create timeline for assessment delivery</td>
<td>2 days</td>
</tr>
<tr>
<td></td>
<td>Finalize assessments description</td>
<td>6 days</td>
</tr>
<tr>
<td>4</td>
<td><strong>Outline Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create course plan and sessions</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Identify specific session objectives</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Map session objectives to course objectives</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Identify readings and media for each session</td>
<td>4 days</td>
</tr>
<tr>
<td></td>
<td>Identify when assessments are due</td>
<td>1 day</td>
</tr>
<tr>
<td>5</td>
<td><strong>Develop Sessions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create session overviews</td>
<td>5 days</td>
</tr>
<tr>
<td></td>
<td>Identify readings and create an overview bibliography</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create PowerPoint or media presentation content</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Identify videos or learning objects</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create discussion questions</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create collaborative activity</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create session specific assessment</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Finalize syllabus</td>
<td>2 days</td>
</tr>
<tr>
<td>6</td>
<td><strong>Set Up Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create course template in the LMS</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Identify design of sessions</td>
<td>4 days</td>
</tr>
<tr>
<td></td>
<td>Create course overview session</td>
<td>3 days</td>
</tr>
<tr>
<td></td>
<td>Identify technology to be used</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Identify session set up</td>
<td>4 days</td>
</tr>
<tr>
<td></td>
<td>Create visual and interactive images for each session</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Create graphics, media, lectures for each session</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Upload content to each session</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Content and technical editors review the course</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Course is piloted</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Changes made as needed, Course ready for delivery</td>
<td>4 days</td>
</tr>
</tbody>
</table>

**Total Course Design Time**: 211 days
### APPENDIX C

**FACULTY RESPONSIBILITIES FOR COURSE DEVELOPMENT MOU**

<table>
<thead>
<tr>
<th>Action</th>
<th>Task</th>
<th>Task Description</th>
<th>Workload in hours</th>
<th>Timeline</th>
<th>Task Completion (ID initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Context</td>
<td>Logistical information</td>
<td>Faculty member meets with the instructional designer to discuss the process and identify the context and the audience.</td>
<td>4</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Audience assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine Intended Learning</td>
<td>Plan topics of instruction</td>
<td>Faculty member meets with the instructional designer to determine the topics or sessions and create objectives.</td>
<td>20</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine sections or sub-topics</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Identify major areas that can merge into one session</td>
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<td></td>
<td>Create course specific objectives</td>
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</tr>
<tr>
<td></td>
<td>Identify program level objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan Assessments</td>
<td>Create an assessment for each objective</td>
<td>Faculty member meets with the instructional designer to discuss the assessment for each objective, create the rubric, and timeline for the delivery of the assessments and descriptions.</td>
<td>20</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a rubric for each assessment</td>
<td></td>
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<tr>
<td></td>
<td>Create timeline for assessment delivery</td>
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<tr>
<td></td>
<td>Finalize assessments description</td>
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</tr>
<tr>
<td>Outline Course</td>
<td>Create course plan and sessions</td>
<td>Faculty member meets with the instructional designer to discuss the course plan, session objectives, readings, and when assessments are due during the semester.</td>
<td>8</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify specific session objectives</td>
<td></td>
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<td></td>
<td>Map session objectives to course objectives</td>
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<td></td>
<td>Identify readings and media for each session</td>
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<td></td>
<td>Identify when assessments are due</td>
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<tr>
<td>Develop Sessions</td>
<td>Create session overview</td>
<td>Faculty member meets with the instructional designer to create session objectives, specific readings, presentations, activities, discussion questions, identify media, and specific session assessments if any. This task is done for each session created.</td>
<td>160</td>
<td>Course will not be ready for indicated semester and will be postponed to the next semester</td>
<td></td>
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<tr>
<td></td>
<td>Identify readings and create an overview bibliography</td>
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<td>Create PowerPoint or media presentation content</td>
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<td>Identify videos or learning objects</td>
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<td>Create discussion questions</td>
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<td><strong>Create collaborative activity</strong></td>
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<tr>
<td><strong>Create session specific assessment</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Finalize syllabus</strong></td>
<td>Faculty member completes the syllabus using the SOE online syllabus template, creates a welcome announcement for the students, supplies a bio with photo, and requests required textbook. The faculty member sends the list of readings to reserves to be approved and created by the librarian. The reserves list should be sent 4 weeks before the first day of classes.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Create announcements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complete faculty bio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submit required texts to bookstore (online)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submit e-reserves list to library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review and Approve Final Course Design</strong></td>
<td>Faculty member reviews and approves the content as well as the final layout of the course in the Blackboard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review content, provide updates to ID</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Approve final layout in the Blackboard</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Total Time Requirement for Course Development**: 244 hours

**Instructional Designer Verifies Completed Tasks**: 5

**Initial Signing**:

- **Faculty Full Name**: 
- **Address**: 
- **Faculty Signature**: 

**Instructional Designer Full Name**: 

**When Course is Completed**:

- **Approval of Associate Dean**: 
- **Date**: 

**NOTES**:

Per SOE Online, Blended and Web Enhanced Policies:
Compensation shall be remitted in full to the faculty member if the content is delivered by the deadline outlined in the approved timeline. For courses that are not required to run in a particular semester, if the timeline is not adhered to, the Associate Dean may pull the course from the design process and request that the course is not offered for the coming semester. For courses that are required to run because of program need, if the content is delivered 10 to 30 days beyond the approved deadline, compensation will be reduced by 10 percent. If content is delivered 31 days or later beyond the approved deadline, faculty compensation will be reduced by 20 percent.
# APPENDIX D

## FACULTY RESPONSIBILITIES FOR COURSE REDESIGN/REVISIONS MOU

### Faculty Responsibilities for Online Course Revisions/MOU

**Revisions are 50% to 80% of the course**

**Process starts 3-4 months before course tagging**

<table>
<thead>
<tr>
<th>Action</th>
<th>Task</th>
<th>Task Description</th>
<th>Workload in hours</th>
<th>Timeline not met Action</th>
<th>Task Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise Assessments - if applicable</strong></td>
<td>Create an assessment for each objective</td>
<td>Faculty member meets with the instructional designer to revise the assessment for each objective, create the rubric, and timeline for the delivery of the assessments and descriptions.</td>
<td>10</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create a rubric for each assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create timeline for assessment delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finalize assessments description</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outline Course - Revisions</strong></td>
<td>Create course plan and session objectives</td>
<td>Faculty member meets with the instructional designer to discuss the revisions to the course plan, session objectives, readings, and when assessments are due during the semester as applicable.</td>
<td>8</td>
<td>Associate Dean or Designee approves a new timeline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify specific session objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map session objectives to course objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify readings and media for each session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify when assessments are due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Develop/Revise Sessions</strong></td>
<td>Revise session overview</td>
<td>Faculty member meets with the instructional designer to revise session objectives, specific readings, presentations, activities, discussion questions, identify media, and specific session assessments if any. This task is done for each session created.</td>
<td>80</td>
<td>Course delivery will be postponed to the next semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify new readings and create an overview bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create or update PowerPoint or media presentation content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify new videos or learning objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create or modify discussion questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create or update collaborative activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create or update session specific assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Content and Protocols</strong></td>
<td>Update and finalize syllabus</td>
<td>Faculty member completes the revised syllabus using the SOE online syllabus template, creates a welcome announcement for the students, supplies a bio with photo, and requests required textbook. Faculty member sends the list of readings to reserves to be approved and created by the librarian. The reserves list should</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create announcements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete faculty bio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit required texts to bookstore</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit e-reserves list to library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review and Approve Final Course Design

- Review content
- Approve final layout in the Blackboard

<table>
<thead>
<tr>
<th>Time Requirement for Course Revision</th>
<th>130 hours</th>
</tr>
</thead>
</table>

Instructional Designer Verifies Changes

Compensation to Faculty $5

* If 50% of course revisions are not met, payment will not be processed

Initial Signing:

Faculty Full Name: ____________________________
Address: ____________________________________
Faculty Signature: ____________________________

Date Range: ____________________________

Instructional Designer Full Name: ____________________________

When Course is Completed:

Approval of Associate Dean: ____________________________ Date: ____________________________

NOTES:

Per SOE Online, Blended and Web Enhanced Policies:
Compensation shall be remitted in full to the faculty member if the content is delivered by the deadline outlined in the approved timeline. For courses that are not required to run in a particular semester, if the timeline is not adhered to, the Associate Dean may pull the course from the design process and request that the course is not offered for the coming semester. For courses that are required to run because of program need, if the content is delivered 10 to 30 days beyond the approved deadline, compensation will be reduced by 10 percent. If content is delivered 31 days or later beyond the approved deadline, faculty compensation will be reduced by 20 percent.
## APPENDIX E
### COURSE MAINTENANCE

<table>
<thead>
<tr>
<th>Action</th>
<th>Deliverable*</th>
<th>Estimated Work Time in hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Change Dates</td>
<td>Update dates in syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update dates on the LMS (ID)</td>
</tr>
<tr>
<td>2</td>
<td>Update Readings</td>
<td>Update to newer editions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update to latest research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add or remove readings according to survey feedback and new research in the field</td>
</tr>
<tr>
<td>3</td>
<td>Adjust Assessments</td>
<td>Adjust assessments according to survey feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjust rubric for each assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjust timeline for assessment delivery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalize assessments description and details</td>
</tr>
<tr>
<td>4</td>
<td>Gradebook</td>
<td>Create or revise assessments in Gradebook (ID)</td>
</tr>
<tr>
<td>5</td>
<td>Adjust Sessions</td>
<td>Revise session overviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update bibliography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revise discussion questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalize syllabus</td>
</tr>
<tr>
<td>6</td>
<td>Copy and Set Up Course</td>
<td>Copy course template in the LMS (ID) – one month prior to course offering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section specific changes made as needed:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course ready for delivery</td>
</tr>
</tbody>
</table>

**Total Course Maintenance Time**: 40 hours

*The ID will work with the faculty to make updates on the LMS course site. For deliverable details, refer to the Instructional Designer/Lead Instructor Responsibilities document (Appendix H).
APPENDIX F
INSTRUCTIONAL DESIGN AND MULTIMEDIA, TECHNOLOGY AND TRAINING SUPPORT

The School of Education, through its AAT Associate Dean, provides support for the design, development, and delivery of web-enhanced, blended, and online courses. Support varies depending on the delivery method and the instructors’ online teaching experience.

a. Instructional Design Support

- **Web-Enhanced Courses:** For web-enhanced courses, faculty will at minimum use the LMS to manage documents, activities, readings, syllabi, assignments, and the course overview. In addition, up to 30 percent of the course content may also be delivered through online instructional means. In all cases, faculty will create at least one online session in order to prepare and accommodate students in the case of an emergency. Faculty will receive support from AAT’s multimedia, technology and training team in the form of workshops, webinars, and one-on-one training as needed.

- **Blended and Online Courses:** All courses to be delivered online or in a blended format must be approved by the AAT Associate Dean for course writing and design. Faculty will collaborate with IDs to develop a scope and sequence of activities and create a design model that fits the specific content to be delivered online or in a blended format. The instructional design team follows a design process based on evidence-based design models and an iterative approach (Dick, W., Carey, L., & Carey, J., 2005; Dooley, K., Lindner, J., & Dooley, L., 2005; Smith, P. & Ragan, T., 2005).

The stages of design are depicted in Figure 1 below:

![Figure 1: SOE’s Stages of Design.](image)

- The iterative approach to design includes needs assessment, design plan, prototyping, redesign, and implementation. Evaluation occurs at each stage as depicted in Figure 2:
b. Faculty Professional Development

- **Web-Enhanced Courses:** Workshops, webinars, and customized instructor trainings are available for those teaching web-enhanced courses.

- **Blended and Online Courses:** Successful completion of a self-paced online course titled *How to Teach Online* is required of all faculty prior to teaching and/or designing a blended or online course. Proof of knowledge acquisition is obtained through end-of-course assessment and is required as proof of completion. Program directors and faculty leads will be notified of faculty successful completion of training.

- **Resources:** As part of ensuring that these components are in place and seamlessly integrated, SOE offers an online **Faculty Resource Center**. This site includes modules on the following topics including but not limited to: strategies for effective use of technology, LMS training and resources, techniques for effective discussion moderation, methods for providing effective and timely feedback, and links to library research and resources.

c. **Technical Support:** Ongoing general and technical support for instructors, staff, and students is provided by a 24/7 helpdesk, with an SOE-IT back-up for escalated issues.

d. **Program Planning:** For online programs, AAT’s instructional design team provides consultation to relevant faculty and program leads/directors on planning program outcomes, program scope and sequence, curriculum development, instructional program design, program assessment, and technology integration. (For more information on launching a new online program or converting an existing face-to-face program to an online delivery mode, please refer to Section II above, and also to SOE’s Policies Governing the Academic Program Lifecycle.)
e. **Student Training:** SOE provides students support in using the LMS and how to succeed in online learning through its SOE Student Orientation. The orientation includes research and library training, student services training, technology training, and guidance on how to succeed in blended and online courses and programs.

f. **Online Program Sites:** Most online programs have password protected online sites in the LMS. The program site is intended for program orientation, pre-requisite completion, library training, connecting with mentors and advisers, and completing pre-requisites. Each program will have a slightly different site content depending on needs. Program sites are also designed to connect students to the content, program administrators, and connections to others in the program and at SOE.
APPENDIX G
LIBRARY SUPPORT

Electronic and Print Reserves

1. Given enough lead-time (4-6 weeks) and a lack of copyright or other problems, materials for an entire course typically are available at the beginning of the semester. If a faculty member submits an EReserves request less than four weeks before the start of a course, all of the materials may not be ready by the course start date. In such cases, priority will be placed on ensuring that reserves are available by the date needed (based on the syllabus); and the campus librarian will do his/her best to provide faculty and students with alternative access to required readings, where available, until the Reserves Department is able to process the request.

2. Reserves Department staff will acknowledge receipt of the course syllabus via e-mail and contact the instructor if additional information or clarification is required.

3. The Reserves Department relies on SIS for determining course start dates. If a course’s start date differs from the date posted in SIS, please indicate the actual start date in the syllabus and the subject line of the e-mail request. If an assignment must be read prior to the course start, please convey this need in the e-mail and syllabus. Every effort will be made to meet instructors’ needs.

4. E-Reserves are generally available for courses about a week before their start date. At that time, instructors will receive email confirmation from the Reserves Department, which includes information about access. LMS links to course e-reserves are generally set up when they become available.

5. Copyright permissions are secured for a semester at a time, which limits their availability outside of the semester.

6. Regardless of a course’s start/end dates, reserves will be available for the entire course.

Refer to the Sheridan Libraries Reserves site for additional library policies including Physical Reserves.
APPENDIX H
INSTRUCTIONAL DESIGNER/LEAD INSTRUCTOR RESPONSIBILITIES
AAT – ID Team Guidelines
Focus: Maintenance

This guide provides an overview of responsibilities for online course instructional designers (IDs) and faculty teaching online courses in JHU’s School of Education. It is important to note that different programs and courses may follow different processes and procedures. Faculty should work closely with their assigned ID who may also provide additional areas of support and detailed timelines.

Online courses prepared each term fall under one of three categories:

- **New Development** – Courses currently being developed that have not yet been offered, or require more than 80% of the course to be changed.
- **Revision** – Courses that have been previously offered but are currently being revised; 50% to 80% of the course content will be revised.
- **Maintenance** – Courses that have been previously offered and require basic updating of dates, checking external links, updating presentations, revising readings, modifying discussion activities, or other minimal changes (less than 50% of the course will be revised).

While procedures and responsibilities apply to all categories, this document is intended to focus primarily on **Maintenance** courses and is for the lead faculty developer on any given course. Lead faculty refers to an ID’s main point of contact for multi-section courses.

**The Role of the Instructional Designer**
Instructional designers are responsible for ensuring the overall design of an online course site facilitates student learning and engagement while utilizing best practices in instructional design.

Instructional Design includes but it not limited to:

- **Course navigation** – Can students easily move through the course site? It should be clear to students how different course elements (syllabus, assignments, discussion posts and other activities) are accessed and utilized.
- **Standard language for the online format** – Are directions clear and easy to follow? Do students know what is expected of them? In an online course, students need clear, detailed directions on where and how to submit deliverables.
- **Consistency and Alignment** – Is there consistency in directions for students? Do all due dates align, regardless of where they are mentioned (e.g., syllabus, checklist, session directions)? It is important that any discrepancies in directions be reconciled to avoid student confusion.
- **Assessments** – Do the assignments gauge the appropriate level of learning? Are the assessments varied and appropriate? Is a balance of formative and summative assessments included?
Objective Alignment – Do the assignments align with program, course and session-level objectives? Do the session-level objectives align with the course objectives? Do the course objectives align with the program objectives? Learning must be intentional and all assessments must align to appropriate objectives.

Interactivity and Innovation – Are activities engaging? Is content presented in multiple formats? Are media and technology tools appropriate? Research in online education supports moving beyond text-based learning. Fostering student engagement leads to higher levels of retention and deeper learning (Croxton, 2014). Implementing multimedia, innovative tools and learning objects make online courses engaging and fosters student success in the online environment.

Rigor – Do the learning objectives reflect the rigor of the program? Do they promote different levels of learning? Are the activities and assessments appropriately engaging and rigorous?

ADA Compliance – Are all aspects of the course ADA compliant? This includes but is not limited to:
  o All PDFs and Documents are in ADA compliant format.
  o All images have alt-tags.
  o A screen reader easily conveys the course material to a visually impaired learner.
  o All audio and video elements are either closed captioned or a transcript is provided.
  o Consistent font style, size, etc.
  o Limited use of color.

SOE Compliance – Is the most current syllabus template including University policies verbiage used? All syllabi MUST use the latest SOE Syllabus template found on Inside Education. Any course specific details including tables, rubrics, etc. must be in ADA compliant format.

Procedures

I. Pre-Tagging - Course / Site Template Preparation
Tagging is the process that creates course sections in Blackboard.

The ID will work with lead faculty as needed to prepare the master course site (Site Template) each term. Lead faculty refers to one instructor who serves as the single point of contact for the ID with courses that have multiple sections and multiple instructors.

Maintenance courses will be tagged (sections created) 4-6 weeks before the semester begins following this schedule:

  • Spring term (mid-December tag date)
  • Summer term (end of April tag date)
  • Fall term (end of July tag date)
  • Intersession term (early November tag date)

Revision and new development courses will aim to follow the same schedule, however, depending upon the scope of work, faculty response to ID requests, or faculty not signing
off on a final syllabus or course site, tagging may be delayed.

Delay in tagging may result in delay of course offering.

** All non-section specific updates to a SiteTemplate must be done prior to tagging.**

**ID Tasks and Responsibilities**
The ID will prepare the Site Template and work collaboratively with the lead faculty to make course updates as noted below. Refer to Section III below for additional details.

(1) Updating Dates in Site Template and Syllabus (may vary by program/course) – The ID and faculty will work collaboratively to determine session dates and assignment due dates. Once dates are finalized, the ID will:
   - Update dates in Blackboard SiteTemplate.
   - Work with lead faculty to update/ prepare syllabus. Only the ADA-compliant, SOE approved syllabus template will be used.

(2) Editorial fixes such as grammar, spelling, punctuation; ID may also send citations to an external editor to review/edit for APA.

(3) Check/fix hyperlinks to external web resources.

(4) Ensure that all aspects of the course are ADA compliant.

(5) Update reading citations to be properly cited (APA); remove any journal articles (PDFs) that have been directly uploaded. Support faculty as needed in the creation of EReserve list (varies by program).

(6) Update presentations for both ADA-compliance and use of appropriate SOE templates; work with faculty to update flash-based presentations (must be made by 2020).

(7) Work with faculty to build in more interactivity, modify discussion formats, include more innovative technologies, where appropriate.

**Instructor/Lead Faculty Tasks and Responsibilities (Maintenance)**
The ID will be in contact with faculty several months prior to the start of each semester to begin basic course maintenance. Note: Revision and New Development courses will follow the schedule established in the Memorandum of Understanding (MOU).

Your ID will provide you with a reasonable timeframe in which to provide updates.

(1) **Syllabus** – Work with your ID to revise the master syllabus. Only the ADA-compliant, SOE approved syllabus template should be used.

(2) **Course Review and Updates** - Carefully review your course SiteTemplate. Communicate any course updates such as editorial (grammar, spelling), due dates, non-working hyperlinks, etc. Also communicate content edits which may include updated readings, discussion questions, etc.

   Work with your ID to update flash-based presentations (phase out from 2018-2020).

   Work with your ID to identify areas of course that could be more engaging, more
interactive, beyond discussions.

Note: Prior to tagging, section-specific info will be **not** be prepared. Exceptions to this may be courses with one faculty/one section.

(3) **Course Readings** – Journal articles directly linked or uploaded to a course site are not permitted. IDs will remove PDF articles and advise faculty to include in EReserves. Work closely with your ID to ensure that all required readings are submitted appropriately and cited in APA format on the Readings page of the course site.

(4) **E-Reserves** - Submit course readings to EReserves approximately four to six weeks before the course is scheduled to begin. Include your name, course number, and full reading list in APA format. If you are the lead faculty and there is more than one section of the course, be sure to appropriately communicate to the library that the list is for all sections.

Note, you may use the same EReserve list from a previous term. Simply let the library know that they should copy the previous term’s EReserve lists.

Send the request to reserves@ihu.edu. Copy the instructional designer on your email to the library. Any reserves requests received after the deadline established by the library will be prioritized by the date when the citations need to be used by students, as indicated in the request.

An EReserve template can be found on the ID site, Resources section.

(5) Sign-off on SiteTemplate – Lead Faculty must sign off on the site template and syllabus before the course will be tagged.

**II. Post-Tagging – Sections Created**
The guidelines below are generic for all programs/courses. Your course or program may follow different procedures. Your ID may provide you with additional details, a checklist or other information specific to your course or program.

**ID Tasks and Responsibilities**
(1) ID will communicate to all faculty that sections have been created.
(2) ID will work with faculty to make any section-specific changes such as faculty bio/contact information.
(3) If applicable (and approved by program directors or program coordinator), ID will add TAs to course sites.
(4) The week prior to the beginning of the term, and the first week of the term, IDs will closely monitor emails. Every attempt will be made to respond to urgent emails during non-working business hours within 24 hours. Non-urgent emails will be answered during normal business hours.
Instructor Tasks and Responsibilities (non-leads for multi-section courses with more than one instructor)

(1) **Review your course content** – If you are not the lead faculty OR you did not review the course prior to tagging, carefully go through the entire course. Communicate any errors, broken links, and editorial changes to the ID. Please provide any updates at least two weeks before the course is scheduled to begin.

**IMPORTANT Note:** Significant content changes and revisions post-tagging will only be made by the ID if prior arrangements have been made by the faculty, program director, and ID team manager.

(2) **Review your Grade Center** – Grade Center columns have been aligned to assignments. Double check all Grade Center columns in your course and note how assignments will be submitted or how grades will be entered.

(3) **Syllabus** – Work with your ID to update section-specific syllabus information such as contact info. The ID will upload the syllabus to the course site. Send a final version of the syllabus to your program director and/or academic coordinator. Note: This process may differ depending upon program.

(4) **Section specific updates** – Instructors have flexibility and the ability to make changes in their courses.*

Refer to section III below for details on how to make basic course updates. Please be mindful that courses are built and updated to comply with ADA accessibility standards in style, structure, and formatting. It is important to maintain the style and structure of the course; therefore, instructors should not make extensive changes to text color and font as this may present a barrier to accessibility. Minor alterations to the course menu (i.e., adding an additional tab) are acceptable.

*Note: Any changes made in a specific section will not be reflected in the course the next time it is offered if changes are not communicated to the ID and made in the master site template. Therefore, if you are making a change that you would like to be permanent, please communicate with your ID.

*For EdD courses, please refer to an email sent by Stephen Pape (Fall, 2017) regarding course changes.

(5) **EReserves** – One week prior to course start date, check to see if your EReserve list is available; if not, communicate with the library. You can CC the lead faculty and ID; however, your ID does not have any control over EReserves.

(6) **Communicate Pre-Session to Students** – If your course has a Pre-Session that includes dates prior to the official start date of the course, notify students via your SIS roster so that they know to log in to your course site early.
(7) **Complete Online Training** – All instructors and teaching assistants should have attended *Online Teaching* training and *Blackboard* training prior to teaching an online course in Blackboard. The Online Teaching certification is located in [ED Faculty Resources](#). If you have not attended Blackboard training or need additional assistance with how to perform a task or activate features in Blackboard, please contact the coordinator of faculty development, John McNally, at [jdmcnally@jhu.edu](mailto:jdmcnally@jhu.edu). You can also find a variety of online tutorials and resources on the Faculty Resource page, including a training schedule of workshops offered beyond the online certification course.

(8) **Post Announcement** – Post a welcome announcement prior to students gaining access to the course.

**III. Making Blackboard Updates**

Below are some basic features and settings for most SOE Blackboard course sites. If you wish to change any settings, Edit Mode must be ON to enable course editing (upper right corner of Bb course site). Detailed tutorials for how to use Bb features can be found on the [Faculty Resource Site](#) and in the *Help and Technical Support* tab of your course site.

**Course Availability**
- Most online courses will be made available to students approximately five days before the start of the term. This varies by program. Instructors may modify this date.
  - Control Panel - > Customization - > Properties - > Set Availability
  
  **Note:** New students will not gain access to any courses until they successfully complete orientation.

**Session Availability**
- Depending upon your program/course, sessions may be set to open at a specific time (e.g., three days before a new session begins). If you wish to change these settings:
  - Go to the Sessions tab and then mouse over a session title.
  - The down arrow will appear - click it and choose Edit from the drop-down menu.
  - Scroll down to Standard Options and change the Display After date to the desired date and time (do not set the Display Until — leave all sessions open once they are available).

**Discussions**
- Discussion forums have been created to align with session directions, however, you can personalize this area with additional discussion forums such as: student chat/water cooler areas, virtual cafe, current events forums, and other course-related forums. To do this:
  - Go to the Discussions tab. At the top of the page click on the *Create Forum* button.
  - Use this button to add any new forums to the discussion board.

- Settings - Depending upon your program/course, forum settings may be default or may be set to allow for student subscriptions, editing of posts, deleting of posts and tagging. If
you wish to change these settings, you may do so. To change discussion settings:
- Go to the Discussions tab and then mouse over the forum title.
- When the arrow appears, choose Edit from the drop-down menu. Select your preferences.

- Availability - Discussion forums have their own availability settings. By default, most discussion forums will be open. You may want to align the discussion forum availability date with each session. To change availability:
  - Go to the Discussions tab and then mouse over the forum title.
  - When the arrow appears, choose Edit from the drop-down menu
  - In the Forum Availability section, choose the Display After date and time. There is no need to fill in the Display Until section.

Note: Any discussion forum you create or change is not a part of the master course. If you would like this change made to the master SiteTemplate, contact your ID.

Faculty Tab
- Add or update your faculty bio and contact information in the Faculty tab of the Blackboard course site. Depending upon your program/course, your ID may do this for you.

Assignment Submissions and Due Dates
- For most courses, due dates and deadline settings are populated in your Blackboard course site by your ID. Any changes to these dates are the responsibility of the instructor; however, it is important to note that a change to a due date may affect other areas in the course site, including but not limited to the syllabus, checklists, assignment directions, and Grade Center.

It is strongly recommended that if you wish to change any due dates, you contact your ID who may work with you to make sure that all parts of your course site reflect consistent changes. Keep in mind, however, if these changes should have been made prior to tagging, some of these changes may not be made.

- Assignment Settings - You have the ability to decide whether you will allow students to resubmit assignments. Depending upon your program, some courses are set for single attempt; other courses are set for multiple attempts. To change assignment settings:
  - Go to the section of the course where the assignment is submitted (e.g., Assignment Submissions tab).
  - Mouse over the assignment.
  - Scroll down to Submission Details.

- You can use Blackboard’s Date Management tool to quickly adjust all content and tool dates for your course. This adjustment, however, will not change any dates that are listed in the content/text sections of the course. A brief video tutorial on this tool is
Safe Assign
• Safe Assign is an anti-plagiarism tool. Assignments in most programs/courses are set to use Safe Assign. Work with your ID if you are not sure if your assignments are set to use Safe Assign. Tutorials are available for you that show you how to run Safe Assign reports.

IV. Course Management (Instructor Only)
For details about any of the tools or features below, refer to the Faculty Resources tab and/or Blackboard Help (faculty) tutorials.

Announcements
• The instructor is responsible for creating and deploying all announcements.
• Use announcements 1-2 times per weeks; this demonstrates to students you an active instructor and part of their learning community.
• Be mindful of copying/pasting directly from Word. Formatting may be altered. Use the “Remove Formatting” tool if copying/pasting from Word.
• Announcements can be date/time stamped and prepared in advance of the sessions.
• Pleases follow ADA requirements for use of text.
  o Use Arial 12 pt black on white background.
  o DO NOT use highlighter tool or colored text (color blind students cannot distinguish difference).
• Please consider adding variety to announcements such as adding a video announcement. Instructions for how to use Talent by Torsh to record video announcements or Powtoon can be found in the Instructor Notes/ID tab of your course site.

Teams/Groups
• If applicable, set up your teams/groups according to your preferences. Group tools are separate from course tools and are accessed via the group tab in the course menu.
• Depending upon your course/program, placeholder groups may already be set up, but you will need to add specific students if placeholders are set to manual enroll. IDs do not set up specific student groups.

Grading
• Grade Center columns have been aligned to assignments. Please double check all Grade Center columns in your courses and note how assignments will be submitted or how grades will be entered.
• A final letter grade column has been added (not visible to students). This will allow you to directly import grades into SIS at the end of the term.
• If you are unfamiliar with how to use the Grade Center, have questions about how to view assignments or post Grades, refer to Blackboard tutorials, contact the
Multimedia, Technology and Training (MTT) team for training, or contact 24/7 support.

**VoiceThread**
If your course uses VoiceThread, set up the appropriate VoiceThread view.
- Go to the VoiceThread tab.
- Click on the VoiceThread link at the top of the page.
- Select VT view (course view, Individual VT, or Home).

**Adobe Connect or Zoom**
- If applicable, set up your Adobe Connect or Zoom meeting room.
- Instructions are available in course tabs. Contact the MTT team for assistance.

**Talent by Torsh**
Torsh can be used to upload and share videos, including recordings of Zoom synchronous sessions. Contact your ID or the MMT team for assistance.

**Instructor/ID Notes Tab**
Depending upon the course/program, your course may have this tab which could include specific information such as synchronous sessions, setting up groups, or other things that are important to know about facilitating your course.

There is also a place for you to keep notes about any course changes for the future. If you add any notes, please let your ID know.

**Other Tools**
There are a variety of other tools available to you in your course site. Journals, wikis, blogs, and text-based chat rooms are all options that your course may or may not include. If your course utilizes these kinds of tools, your ID would have set them up for you.
- If your course does not include these tools, you may wish to explore your options and set them up. For example, text-based chats can be used for Office Hours.
- Statistics Tracking is not enabled for most courses. If you wish to monitor activity, you may turn on statistics tracking for any course component.

V. **Blackboard and Course Support**
Know where to go for assistance. Your instructional designer is NOT technical support.
After you begin facilitating your course, your ID will be your contact for content changes and non-working links. Your ID is not your contact for questions about how to use the Grade Center or other facilitation-related inquiries.

Refer to resources and contacts below for other support.

Technical Support - [24/7 Support](#) or 443-872-9265 (online form for technical support).

Detailed “How To” tutorials, videos and other resources:
- Blackboard Instructor Resources (available in each course from the Help & Technical
• Support tab.
  • Blackboard tutorials and how-tos: ED Faculty Resource tab (available on top menu from your Blackboard dashboard).

The MTT team can also answer a lot of “how to” questions and can assist with software training. Please email the team at soe-mtt@jhu.edu for assistance:
  • Blackboard Training and “How to” questions – John McNally, jdmcnally@jhu.edu.

Other
  • JHED ID or Email Questions – JHED or JHU email support page.
  • Registration, student enrollment, SIS, questions or issues – Academic Program Administrator/Coordinator or Registrar’s Office.
  • Evaluation Kit – Rhodri Evans, revans@jhu.edu.
  • Qualtrics – Technical = Tim Reiss; Training = John McNally.