

APPROVAL PROCESS FOR DEVELOPING EXISTING CLASSROOM COURSES FOR THE ONLINE DELIVERY SYSTEM

All new online courses must undergo the prescribed approval process as outlined in the Faculty Manual (i.e., Division/Academic Affairs/Faculty approval system). Every new internet course must have a current, regular classroom course.

All hybrid courses must have a complimentary online course that is taught in the same semester. If a student defaults from the hybrid attendance policies, he/she will be placed into the online version of that course. The student will be required to pay the additional internet fees that apply. All current forms may be downloaded from the Online Learning Center webpage under *Resources and Documents*.

Foreign language online courses must be approved for online use using the Form T permissions form for translating a course for online use. These courses will go through the same approval process as all other courses for accreditation reasons. Translators are not required to take the Blackboard Training Course, but the course must receive prior approval before the translation process is initiated. All translated courses must have a current, regular classroom course.

The process described below outlines the procedure for taking an existing, approved, classroom course and developing or translating the course for the online delivery format.

Step One:

Fill-out the Online Course Development Authorization for New Online courses

(See Form A: Online Learning Center > Resources & Documents)

Or

Fill-out the Permission to Translate an English Online Course

(See Form T: Online Learning Center > Resources & Documents)

1. These forms are the official authorization for a faculty member to begin the development or translation process for an internet course. The graduate Division Chairperson, Associate Dean of Online Learning, appropriate Dean, Provost, and the Assoc. Vice President of Information Technology will all sign the form indicating that the development process may begin. After the signatures are secured, the Associate V-P of Information Technology will instruct the Blackboard assistant to create the course shell and notify the Developer/Translator. The Blackboard assistant will notify the developer and the Online Learning Center that the course shell has 1) been created; and 2) where the new course shell is located.

*The Blackboard Faculty Online Training Course is a prerequisite for any faculty who desires to develop an online course. For first time developers, the Blackboard training course offers the option for using the new online course as the Blackboard training project. All Design Assistants who assist developers must also take the **Blackboard Faculty Online Training Course**. Please contact the Associate VP for Information Technology for training dates and information.*

2. Once a course is authorized for development/translation, the developer/translator may begin the work. We recommend that the developer consult the Form D *Guidelines for Internet Course Design* (also located in the Online Learning Center > Resources and Documents). These guidelines serve as a helpful checklist for the developer. They ensure that the appropriate online course components are included. The developer should keep in mind that someone else might teach the course. Develop the materials in a generic manner so they are usable by another teacher. Avoid using dates in order to decrease the course maintenance between semesters.

Step Two: The Development Process of an Online Course

Once a course is approved for online use, ITC will create a course shell and the developer will begin to upload the course files into the Blackboard shell. A generic template is available for use or the developer may create his/her own course design. These materials should include all files for the Blackboard course: syllabus, unit files, tests, quizzes, all course assignments, class notes, audio-visual materials, handouts, etc. The professor developing the course will complete the work by making a brief introduction video. This video will introduce the course to the students even if the developer does not teach the course. *All online courses must be fully developed and receive proper approval prior to the course being taught.*

Development Deadlines:

The developer will contact the Assoc. Dean of Online Learning when the course is completed. The following deadlines will be followed:

Online courses that are to be taught in the:

Fall semester are submitted for review by May 1

Spring semester are submitted for review by September 1

Summer semester are submitted for review by March 1

In order to allow adequate time for the instructor of the course to access the materials, the Review Committee will review the course within two weeks of these dates. The evaluation will follow the process described below (see the *Faculty Manual* Appendix 3-F, section 3, pp. 67-69; 3.7 section 3, pp. 53-54; and compensation in Appendix 5-K, p. 128).

Step Three: Review of the Course Materials

In order to facilitate appropriate advertising for the new course, the Review Committee will review and evaluate the newly developed online course by the following schedule:

Courses to be taught in the fall semester must be reviewed by June 1

Courses to be taught in the spring semester must be reviewed by October 1

Courses to be taught in the summer semester must be reviewed by April 1

The review process has two phases:

1. ITC Screening: The Associate Dean of Online Learning and Associate VP for Information Technology will review the course to insure that the materials adhere to the *Blackboard Guidelines for Internet Course Design*. A Likert score will be assigned to the materials using Form D (see below). Recommendations may be made to the developer and/or the Review Committee. Translation experts are selected to review translated courses.

2. Final Review: The Review Committee will be composed of: the Associate Dean of Online Learning, the appropriate Dean and/or Associate Dean, graduate Division Chairperson for which the course will be taught, the Associate VP of Information Technology (ex officio), and the Provost. The course developer is invited to attend the review meeting. This committee will conduct the final review of the course materials and recommend the course be approved for the online delivery system.

The Review Committee may recommend suggested improvements for the course to the supervisory chairperson and/or Dean who will discuss these suggestions with the course developer. The developer in consultation with the division chairperson or Dean will prepare a report for the Associate Dean of Online Learning regarding the incorporation of these suggestions.

Upon adoption of a course, the course becomes the property of NOBTS. Consult the Faculty Manual for further details.

Step Four: Course Approval and Remittance Contract

(See “Internet Course Development Approval and Remittance Contract: Form B” below)

Upon approval by the Review Committee, the appropriate Dean will write a course development contract for the developer or translator of the course. Payment will be remitted by the Business Office at the next, regularly scheduled pay period.

Online Course Supervisory Team Teachers

Because of the large number of online courses, adjunct professors and qualified doctoral students may be employed. Adjunct teachers and doctoral students must be approved by the normal approval process. Adjunct teachers who are teaching a course for the first time go through the Associate Graduate Dean's training and orientation.

Doctoral students are assigned a Supervisory Team Teacher the first time they teach a course. A Division or Department may opt to have a Doctoral student remain under supervision for additional semesters if they deem such supervision necessary. The appropriate Dean and graduate Division Chairperson will assign the Supervisory Team Teacher for their respective courses. The Supervisory Team Teacher assigned to doctoral students is differentiated from that of a Research Doctoral Mentor in association with the Southern Baptist Doctoral Teaching Fellowship.

The supervisory team teacher's responsibility consists of the following:

- 1) contacting the adjunct or doctoral student prior to the beginning of the semester;
- 2) helping the adjunct or doctoral student become familiar with the course materials on Blackboard and Self Serve class list;
- 3) helping the adjunct or doctoral student learn how to contact the students in the class on a regular, weekly basis;
- 4) being available to assist the adjunct or doctoral student throughout the semester by answering any questions that may arise.

The supervisory team teacher will be included in the course shell, receive all email communications.

(Revised 8-17-15: Policies were approved by the Graduate Dean's Council Fall 2011)