



**U.S. Army Soldier Support Institute
Training Development Directorate (TDD)**

**Blackboard
Standing Operating Procedure**

July 2021

*This SOP supersedes USASSI Blackboard SOP dated July 2017

SUMMARY of CHANGE

This revision, dated July 2021-

- o Adds Policy Memorandum 16, USASSI Blackboard Policy as the authoritative document that designates the Director, Training Development Directorate (TDD) with responsibility to oversee the management and administration of the SSI Bb Program.
- o Adds the Instructor-Certificate Manager Role to paragraph 3.6 and renumbers subsequent paragraphs.
- o Updates para 3.8 to include Leader Training Bde as an Hierarchical sub-domain.
- o Changes CTETD to CTED in paragraph 4.1.
- o Changes paragraph 4.3.2 to require course creation assistance requests be submitted NLT 45 days from class start date.
- o Adds paragraph 4.4.3 and sub-paragraphs requiring course manager/developers to provide a way to inform instructors of latest courseware changes.
- o Adds paragraphs 4.5.3.1 and 4.5.3.2. regarding
- o Updates paragraph 4.5.5 requiring course creation assistance requests be submitted NLT 45 days from class start date.
- o Changes paragraph 4.5.8 requiring developers to make course available to instructors NLT 45 days from class start date.
- o Adds to paragraph 4.6.1 that instructors must have taken Phases 1 and 2 Blackboard training to be a certified Bb instructor.
- o Adds a note to paragraph 4.6.6 informing instructors that they cannot add other instructors to their course.
- o Adds paragraph 5 and sub-paragraph 5.1 through 5.7 pertaining to Blackboard training.
- o Paragraph 5.2 adds the requirement for all Bb course managers and training developers to take the Blackboard 201 course.
- o Add paragraph 7 and sub-paragraphs pertaining to Course Design.

- o Adds to paragraph 11.2 that a complex password consists of eight or more alpha-numeric characters.
- o Changes paragraph 11.3 to require instructors to make the test link unavailable immediately after the first student submits his/her test.
- o Updates Job Aid 02, Administration and Proctoring of Electronic Tests, with revised Test Proctor Checklist procedures.
- o Updates Job Aid 06, Course Naming Convention by removing school 3447, Grafenwoehr, Germany because this location no longer teaches our courses.
- o Adds Job Aid 08, Blackboard Exemplary Course Rubric.

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**United States Army Soldier Support Institute
Blackboard Program
Standing Operating Procedure**

(July 2021 supersedes July 2017)

1. PURPOSE.

The purpose of this Standing Operating Procedure (SOP) is to establish roles, responsibilities and procedures for all Soldier Support Institute (SSI) organizations, to include Reserve Component units with the responsibility for developing, reviewing, revising, and executing training and electronic testing of online courses for blended instruction delivered using the Army Training Support Center (ATSC) Enterprise Life-long Learning Center (ELLC) Blackboard (Bb) SSI domain. This SOP will facilitate the effective and efficient use of the SSI Bb Program to provide the best possible training for our Soldiers and Civilians.

2. POLICY.

Policy Memorandum 16, USASSI Blackboard Policy designates the Director, Training Development Directorate (TDD) with responsibility to oversee the management and administration of the SSI Bb Program. The TDD Training Developers are the only personnel authorized to make adjustments to SSI courseware. Instructors/Teaching Assistants are not authorized, specifically prohibited from making any changes to the courseware. Requests for courseware changes must be electronically submitted via the Courseware Change Request link found on Blackboard's home page and in each course menu. Instructors/Teaching Assistants are also not authorized to change the course layout and design. Changes to the course design must be submitted to the appropriate Course Developer. Use the SSI Blackboard Trouble Ticket, located on the SSI Blackboard main page for technical support. The trouble ticket link is also found in each course menu and the SSI homepage website.

3. USER ROLES.

Note: At a minimum, all users must complete the appropriate Bb training prior to active use of their course(s).

3.1. Student –

Has access to course content areas and tools enabled by the instructor.

3.2. Course Builder –

Has access to the control panel and allows adding or removing content to the course, but is restricted from accessing the Grade Center. Training Developers are assigned this role when access to the Grade Center is not needed.

3.3. Grader –

Has full access to the Grade Center, but cannot add or remove content.

3.4. Teaching Assistant –

Secondary instructional role in the course. Has the same rights as instructors, but cannot add or remove instructors, and their names will not appear on Bb's master course catalog. Course Developers and Managers are given this role when full access to the course is needed.

3.5. Instructor –

Primary instructional role in the course. Has full access to course areas, including the control panel and grade center and can enroll students and Teaching Assistants.

3.6. Instructor-Certificate Manager –

Course-level role granted by the Domain Administrator to those individuals whose courses award a training certificate to their students. Certificate Managers can view, create, delete, edit, export, import, set award criteria and manually award certificates.

3.7. Course Administrator –

Has access to all areas of the control panel and the admin tab with limited rights. This is an institutional role granted by ATSC ELLC and requires additional Course Administrator training provided by ATSC ELLC.

3.8. Hierarchical Domain Administrator –

Has full control of the Institutional Hierarchical Node under the SSI Domain. This is an institutional role granted by ATSC ELLC and requires additional Hierarchical Domain Administrator training provided by ATSC ELLC. This role is limited to only two individuals per sub-domain. Currently, there are two hierarchical sub-domains: Leader Training BDE-LTB and 4th BDE-PS.

3.9. Domain Administrator –

Has full SSI Bb domain control. This is an institutional role granted by ATSC ELLC and requires additional Domain Administrator training. This role is limited to only two individuals.

4. RESPONSIBILITY.

The following details the Bb users and their responsibilities. All users must receive Bb training before beginning active use of their courses. Technical support should not be used as a substitute for training.

4.1. Director, TDD –

Oversee the USASSI Blackboard (Bb) Program and designates USASSI Bb Administration to the Collective Training and Education Division (CTED), Education Technology Branch (ETB).

4.2. Education Technology Branch –

Administers the USASSI Bb Domain and serves as the focal point for interface between schools and ATSC ELLC.

4.2.1. The ETB Bb Administrator is responsible for providing training to anyone, developing and delivering course materials, and managing academic records on SSI Bb.

4.2.2. The Bb Administrator may create course and/or copy content from a master course, if so requested as part of the course copy process. Otherwise, copying content from a course master is at the discretion of the TDD Bb Course Manager. When the course is created, it must be “associated” with SSI Domain (critical), with the appropriate TDD POC enrolled as TA for the course.

4.3. Course Administrator –

Creates exact copies of the course master based on ATRRS course ID and title, enroll Instructors, Teaching Assistants (Course Managers), and Course Builders (Training Developers) and delete courses no longer in use. TDD Course Administrators are required to provide an exact copy of their course master to the 4th Bde Hierarchical Administrator each time changes are made to the courseware.

4.3.1. Course Administrators will create course iterations only for courses they support. As a general rule, courses will not be created more than 45 calendar days out. Newly created courses will contain the following information:

4.3.1.1. General Information. This section must contain, as a minimum, the Course Name, Course ID, and Description.

4.3.1.1.1. The course name must be the same as listed in ATRRS. Additional information such as class iteration may be added after the official ATRRS name.

4.3.1.1.2. The Course ID must conform to the naming convention listed in paragraph 6. Courses not in compliance will be removed from the course catalog by the Bb Administrator with no prior notification.

4.3.1.1.3. Enter a brief description of the course. The course description may be copied from the course’s POI Course Scope.

4.3.1.2. Availability. The availability must be set to “NO” and the duration must be set to “Select Dates.” The ATRRS “Start Date” and “End Date” must be entered and its respective checkbox checked. Instructors may change the “Start Date” to a different date to allow student’s access to the course content prior to class start date.

4.3.1.3. Guest Availability. This option should be set to “NO.”

4.3.1.4. Categories. Select the “SSI_COURSES (SSI COURSES)” option from the drop-down list. This is a critical entry. Courses not categorized will not be accessible. A new course with the same ID cannot be created until the non-categorized course is removed from the course catalog by The ATSC ELLC Administrator.

4.3.1.5. Banner. Leave blank. The course banner will be copied from the Master Course.

4.3.1.6. Course Cartridge. Leave blank. This option is not used in the SSI Domain.

4.3.1.7. Enrollment Options. Set this option to “Instructor/System Administrator”. Instructors will later change this option to “Self Enrollment” when they make the course available to students.

4.3.1.8. Language Pack and Menu Design. Leave the Language Pack as “System Default” and set the Menu Design to “Text.” The Menu Design will be overwritten by the Master Course.

4.3.2. By exception, the Course Administrator may request course creation assistance from the domain administrator if they can’t perform the task. Such requests will be submitted SSI Bb Trouble Ticket or email at usarmy.jackson.93-sig-bde.list.jackson-ssi-blackboard@army.mil no later than 45 calendar days prior to course start date.

4.3.3. All requests submitted to the SSI Bb Administrator must include an electronic ATRRS class listing that will include the school code, course ID, class iteration, class start/end dates, the AKO user ID for the appropriate TDD POC to be enrolled as TA and AKO user ID for instructors(s).

4.3.4. Immediately after a course is created, Course Administrators will notify the TDD Bb Course Manager/Training Developer and/or instructor(s) that their course(s) are available. Similarly, the Bb Administrator will notify Course Administrator/TDD Bb Course Manager/Training Developer and instructor(s) when course(s) are created.

4.3.5. There will be no more than two individuals listed as instructors for any course. If needed, additional instructors will be enrolled as Teaching Assistant (has the same right as the instructor). As an exception to policy, more than two instructors may be added to a course on a case-by-case basis. Contact Bb Administrator for exceptions. ***NOTE: Do not enroll Bb Administrator in courses.***

4.3.6. Delete courses as soon as they are no longer needed. Courses should be deleted from Bb no later than five working days after course completion. SSI Bb Administrator may assist in deleting courses by submitting course deletion requests via an SSI Bb Trouble Ticket or email at usarmy.jackson.93-sig-bde.list.jackson-ssi-blackboard@army.mil.

4.3.7. Courses that have not been deleted within five work days after course completion may be removed from Bb by the SSI Domain Administrator without prior notification.

4.3.8. Courses two years or older (based on creation date) are known to effect database performance. Therefore, these courses are removed from Bb by the SSI Domain Administrator or ATSC ELLC without prior notification. A new copy of courses such as “Master” courses or “Reach-back” courses should be made yearly to prevent removal from Bb.

4.3.9. When providing a course master for use by the Reserve Component (RC), the course administrator must do the following (Refer to Job Aid (JA-07), Copying Courses):

4.3.9.1. Create an exact copy.

4.3.9.2. Ensure the RC course master is added to the 4th BDE-PS Institutional Hierarchy Node.

4.4. TDD Bb Course Manager –

This person is usually multi-hatted. He/she may hold the Course Administrator role and may also be the Training Developer. The TDD Blackboard Course Manager is responsible for maintaining the Course Master for the course(s) they manage. Bb Course Managers are an authoritative source of course data. They must:

4.4.1. Create and maintain an archive of the course master they manage. An archive must be made as changes occur. The archive (zip file) must be stored on the shared drive (drive S) and maintained IAW AR 25-50. The zip file must be immediately deleted from the course after it has been saved to the shared drive.

4.4.2. Maintain and update course content. Approved changes provided through proper channels must be applied promptly.

4.4.3. Provide a way to inform instructors of recent courseware changes – content that have changed from the previous class iteration.

4.4.3.1. Notification process must be part of the course menu and it must be available only to instructors.

4.4.3.2. A link to a lesson change summary document is acceptable.

4.4.4. Monitor courses they are responsible for in Bb to ensure unauthorized changes have not been made and that they match the course master.

4.4.5. Create and maintain an archive of completed courses, as applicable. Archives must be stored on the shared drive (drive S) and maintained IAW AR 25-50. The archive (zip file) must be immediately deleted from the course after it has been saved to the shared drive.

4.5. TDD Training Developer –

Administers courseware, and assist the TDD Bb Course Manager in maintaining the course master and course iterations. This person is usually Training Developers are multi-hatted. They may hold the Course Administrator role and may also be the Bb Course Manager.

4.5.1. Training Developers are an authoritative source of course data and are responsible for course playability.

4.5.2. Periodically spot-check course iterations to ensure course content and design has not been altered. Report irregularities to the Bb Course Manager.

4.5.3. Make prompt updates to course content on both, the course master and course iterations, and inform Bb Course Manager and instructor(s) of such changes. To ensure that the latest courseware and exam are available, these should be updated/loaded anytime a test or content is updated while a course is in session.

NOTE: Once a test has been administered it cannot be updated in the current iteration.

4.5.3.1. As a minimum, notification must be made as described in paragraph 4.4.3. – 4.4.3.2.

4.5.3.2. Providing a verbal or email notification does not satisfy this requirement.

4.5.4. When multi-hatted, exact copies of courses may be created by the Training Developer or by exception, the Training Developer may request assistance from the domain administrator if they can't perform the task. Follow standard course ID naming convention in paragraph 6.

4.5.5. Course creation requests should be submitted to the SSI Domain Administrator via an SSI Bb Trouble Ticket or by email at usarmy.jackson.93-sig-bde.list.jackson-ssi-blackboard@army.mil no later than 45 calendar days prior to the course start date.

4.5.6. All requests must include an electronic ATRRS class listing that will include the school code, course ID, class iteration, class start/end dates, the AKO user ID for the appropriate TDD POC to be enrolled as TA and the AKO user ID for instructor(s).

4.5.7. The Training Developer will verify the information for the course, to include the course ID, as explained in paragraph 6, and the course title. Failure to follow established ID and naming convention will result in the course being deleted without prior notification from the Domain Administrator.

4.5.8. The Training Developer will ensure that courseware is available to the instructor(s) no later than 45 calendar days prior to course start date and notify instructor(s) that the course is available.

4.6. Instructors –

4.6.1. Must be a graduate of an approved instructor training course; must have taken Blackboard 101 (Phase 1) DL training and Blackboard for Instructors (Phase 2) and face-to-face training, Must be designated, in writing, to be a Bb instructor. The School Director of Training (DOT) will verify selected instructors meet the aforementioned requirements.

4.6.2. Make the course “available” no later than course start date and then return to “unavailable” immediately when course ends.

4.6.2.1. The course availability “Start Date” and “End Date” is set up by the Course Administrator when he/she creates the course. Instructors may change the “Start Date” to an earlier date to make the course and its content available to their students in advance.

4.6.2.2. Enter required information if “Start” and “End” dates are not set, thus eliminating the requirement of manually making the course available or unavailable.

4.6.3. Enroll students and execute training in Bb. Enrollment can be performed any time after ATRRS enrollment has closed, But no earlier than two weeks prior to course start date, or as soon as the course is made available to instructors.

4.6.3.1. The preferred method to enroll students is to allow them to self-enroll.

4.6.3.1.1. Instructor must set up the course to accept self-enrollments. Instructors who send advanced welcome letters to their students must include specific and detailed information on how to self-enroll in the course. If no welcome letter is sent, self-enrollment may be done as a group on first day of class.

4.6.3.1.2. All courses set up for self-enrollment must have an access code to prevent unauthorized enrollments.

4.6.3.1.3. After self-enrollment completion, The Instructor must change the enrollment option back to “Instructor/System Administrator.”

4.6.4. User enrollment should not exceed 300 students per course. If user enrollment is expected to exceed 300, the course should be broken into more than one course. Violation of this policy can have adverse effects on system performance for all users, which includes access to Grade Center, content playability and the ability to archive, copy or recycle courses for future use.

4.6.5. Instructors are responsible for enrolling students who show up for the course but are not listed on their Bb course roster. Similarly, Instructors will disenroll students who do not show up on the first day of the course (*refer to Annex C*).

4.6.6. Instructors and Teaching Assistant's enrollment will be performed primarily by the Course Administrator. The Bb Course Manager/Training Developer and Bb Administrator may assist, as needed.

NOTE: Blackboard does not allow instructors to enroll other instructors in their courses.

4.6.7. It is the responsibility of the respective instructor to ensure reporting students have an active AKO account and/or a CAC card prior to making Bb courses available to them.

4.6.8. Sister Service members without an AKO account, but required to use Bb, must be sponsored by the institution hosting the Bb course. Foreign students will be sponsored by the Information Management Security Office (IMSO).

4.6.9. The Instructor/Teaching Assistant is prohibited from modifying course content, copying, and recycling courses. Violators will be subject to disciplinary action and the loss of access to SSI Bb Domain.

4.6.10. Record test grades in the Grade Center (within 24 hours of test completion) and download the Full Grade Center after each test. Save the downloaded Full Grade Center (Excel file) to the shared drive and replace/delete the Excel file when the Full Grade Center for the following test is downloaded. Continue this process until all tests are completed and grades are submitted to the G3 Training Management. Ensure a copy of the grades is placed in the student's folder.

4.7. Students –

Students may login using their Army Knowledge Online (AKO) user ID and password or CAC using their authentication certificate. Students will comply with Instructors guidance during training. There are several tutorials available on the SSI Bb for students and Instructor use. Instructors are responsible for ensuring students' have access to their SSI Bb domain course and familiarizing them with the navigation and content of their Bb course.

5. BLACKBOARD TRAINING.

All users of the SSI Blackboard domain must receive formal training prior to being assigned an institutional role or given access to a course. There are various types of training available to users: Blackboard for Instructors, Blackboard 201, Certificate Management, ATRRS Interface, Course Administrator, Institutional Hierarchical Administrator, and Domain Administrator.

All training requests must be submitted via email to usarmy.jackson.93-sig-bde.list.jackson-ssi-blackboard@army.mil and must include the Below information (last three lines are pre-filled – need to add school after the slash (/) i.e., AGS, FCS, NCOA, 369TH AG BN, IPTA, TDD, etc., and change Course Requesting to required course):

LAST NAME:
FIRST NAME:
AKO USER NAME:
EMAIL:
DOMAIN/SCHOOL: SSI/
LEAD DOMAIN ADMIN: Nelson Morales
COURSE REQUESTING: Bb 101 Basics DL

5.1. Blackboard for Instructors Training –

This training is mandated by SSI Policy Letter 16, SSI Blackboard Program. The training consists of two phases. Phase 1 (Blackboard 101), is a self-paced distant learning training provided by ATSC ELLC Blackboard personnel and covers Blackboard basic functionality. Phase 2 is a one day face-to-face training provided by the Educational Technology Branch and it covers SSI's Blackboard policies and procedures: business practice, electronic testing, test proctoring procedures, and tools not covered in Phase 1. This training requires recertification after two years.

5.2. Blackboard 201 –

This is a required distant learning self-paced training for Course Managers and Training Developers. This training must be taken after completion of the Blackboard for Instructors training. This training allows attendees to gain an understanding of the complexity of designing an exemplary sample course, which includes resources such as the Blackboard Exemplary Course Program (ECP) Rubric as a guide and the Quality Matters Rubric. The course provides both theoretical concepts and practical tools for Course Administrators and Training Developers to recognize, organize, and build online courses for both blended learners and online learners. This training is provided by the ATSC ELLC Blackboard personnel.

5.3. Certificate Management –

This is a half ½ day training for personnel that provides a certificate of completion when students meet all training requirements. ATSC ELLC Blackboard personnel provide this training.

5.4. ATRRS-Bb Interface –

This is a one day training conducted by the ATSC ELLC Blackboard Team. This training is for individuals whose courses requires the ATRRS-Bb Interface. The ATRRS-Bb building block facilitates the automatic creation of Bb course enrollments from ATRRS course reservations, and the automatic reporting of course completions from Bb back to ATRRS.

5.5. Course Administrator –

This is a half ½ day training conducted by the ATSC ELLC Blackboard Team and SSI Bb Domain administrator for those individuals who manage courses in Bb. This training covers procedures for creating new courses, enrolling instructors, and deleting courses no longer needed.

5.6. Institutional Hierarchical Administrator –

This is a half ½ day training conducted by the ATSC ELLC Blackboard Team and SSI Bb Domain administrator for those units outside SSI that use the SSI Bb domain to deliver their courses.

5.7. Domain Administrator –

This is a half ½ day training conducted by ATSC ELLC Blackboard Team for newly assigned SSI domain administrators. This training limits two domain administrators for a domain.

6. STANDARD COURSE ID AND NAMING CONVENTION

It's critical that all courses created in Bb adhere to the required naming convention. Courses with incorrect "Course IDs" will be deleted by the Domain Administrator with no prior notification (*refer to Annex F, Job Aid (JA-06), Course Naming Convention*).

6.1. ATRRS Courses –

For ATRRS courses, the Bb "Course ID" will be the official ATRRS course number in the following format, with course ID component separated by an underscore.

SCHOOL CODE (4 characters)_ATTRRS COURSE NUMBER (31 characters max)_YEAR (4 characters)_COURSE/CLASS ITERATION (3 characters)_PHASE (2 characters)_ATTRRS IDENTIFIER (1 character)

Example:

805A_7-14-C23_2020_002_01_A
805C_500-42A10_2020_001_00_A
805C_7-12-C22_2020_004_00_A
A805_805C_42A10_2020_001_01_A
G805_805C_42A10_2020_001_01_A
604_542-36B40-C46_2020_002_00_A

(ATTRRS identifier = a last character of “A”)

6.2. Course Title –

The “Course Title” must also match what is on ATTRRS and include the phase (if applicable). TASS units (BNs/MFTBs) will add their location at the end. (e.g. Camp Parks, Ft Dix, Ft Devens, Honolulu, PR). Courses may contain additional information in the course title such as the class ID.

Examples:

Human Resources Specialist

Human Resources Specialist – 005-14

Human Resources Specialist PH1– Honolulu

Human Resources Specialist ALC PH1–Camp Parks

NOTE 1: To easily recognize one course from another, users are encouraged to make available the courses ID along with the course title in the “My Courses” Module on the main page. This is done by clicking the “Manage My Courses Module Settings” icon on the module title bar.

NOTE 2: Large ATTRRS courses (e.g. 48 students) may be subdivided into smaller group classes (16 students) by adding an alpha character to the class number in the ID.

Id Example: 805C_500-42A30_2020_001A_00_A

805C_500-42A30_2020_001B_00_A

805C_500-42A30_2020_001C_00_A

6.3. Non-ATTRRS Courses –

For non-ATTRRS courses, the Bb course ID will be the school developed course number/identifiers in the following format, with course ID component separated by an underscore.

SCHOOL CODE*(4)_SCHOOL COURSE NUMBER*(31)_YEAR*(4)_COURSE/CLASS
ITERATION*(3)_PHASE*(2)_NON-ATTRRS IDENTIFIER*(1)

*The numbers in parenthesis above indicate the maximum number of characters for each part of the course ID.

Example: 805_BB-TRNG_2020_005_00_N

(Non-ATTRRS identifier = a last character of “N”)

6.4. Course ID Length –

The course ID will always be UPPERCASE, with a maximum length of 50 characters total.

6.5. Special Characters –

Avoid the use of special characters, including spaces. Only A-Z , 0-9, _ (underscore), - (hyphen) and "." (periods) should be used.

6.6. Course Master –

Every ATRRS course will have a course master created using Non-ATRRS naming convention. The status of these courses will remain **"unavailable."** Course master will not have instructors enrollment. All enrollments should be created as Teaching Assistant. Course master must have "(FYxx Master)" at the end of the title.

ID Example: 805C_500-42A30_2020_000_00_N

Name Example: Human Resources Specialist ALC (FY16 Master)

7. COURSE DESIGN.

TDD's objective is to provide all supported schools with the best course design. They accomplish this by ensuring all Blackboard Course Managers and Training Developers apply Blackboard's Exemplary Course Rubric to their courses (see Job Aid 08); are familiar with this SOP, comply with section 508 compliance of the Rehabilitation Act of 1973, and adhere to all copy rights laws.

7.1. Template Branding-

Course Managers and Training Developers must work together with the school's DOT to ensure the course template represents the school. The Schools courses template must not change from course to course. For example, an ALC student returning to the SLC course for career development, should see the same template they were originally familiar with. Similarly, a junior officer attending BOLC should see the same course template when they return for CCC attendance.

7.2. Template Minimum Requirements

7.2.1. Course menu items –

To give courses a more modern look and not make the menu clunky, course menu items must consist of links and not buttons, and must be organized in a logical progression of the content. All courses must contain the following menu items:

- **Announcements** – A course tool for instructors to communicate with a student.
- **Lesson Information** – A link to a content area for course managers/developers to communicate to instructors recent changes to the courseware.
- **Assessments/Exams** – An exclusive content area for the deployment of assessments.
- **Test Proctor Checklist** – A one-click link to a checklist which instructors must use each time they assess students.
- **Lesson Change Request** – A one-click link to a SharePoint form for instructors to report courseware deficiencies.
- **Instructor Dashboard (ECOL)** – A one-click link to the Enhanced Check-on-Learning dashboard for instructors to create an ECOL session.

- **Student Keypad (ECOL)** – A one-click link for students to access the ECOL keypad and anonymously participate in check-on-learning sessions.
- **End of Course Survey** – A one-click link to an anonymous survey for students to reflect and provide feedback on their own learning. This link must be unavailable to students until all learning content has been presented.
- **WTSP/CATS Tutorial** – A one-click link to a video tutorial for students to complete outside classroom time.
- **Blackboard Support** – A one-click link to a SharePoint form for instructors to report to the Blackboard Administrator Blackboard related issues.

7.3. Navigation and Links –

Navigating through a course must be intuitive. Students must be able to find courseware content easily and rapidly. The preferred method is to use single-click links to take students to files or website destinations. If it is not feasible to use single clicks, students must access files or other resources within three clicks.

7.4. Visual Design to Avoid in your Courses –

When developing your Blackboard course, it's easy to put all your focus towards the instructional design aspects of the course. And while instructional design is a vital component to the effectiveness of your course, other elements can either help elevate your course content or detract from it. One of these elements is visual design.

7.4.1. Distorted Images – A distorted image is often a sign of an inexperienced developer, or worse, sloppy development. It is mostly an issue with attention to detail when resizing an image. An image is distorted when it is resized from the sides, affecting the aspect ratio of the image (i.e., scaling the image too tall or too wide). This results in the image looking stretched and distorted.

7.4.1.1. How to Prevent Distorted Images- The easiest way to avoid distorted images is to resize an image from the corner, never from the sides. Software such as PowerPoint will maintain the aspect ratio of an image when resized from the corner. With other software, you can avoid this by holding down the Shift Key when resizing the image, which usually locks the aspect ratio.

7.4.2. Bad Color Choices – The use of color can have a negative impact on how your course is perceived by your students. Some color combinations can make it harder to read text on the screen. Choses colors that complement each other.

7.4.2.1. How to Avoid Bad Color Choices- You can avoid this visual design mistake by becoming familiar with color palettes. There are many different tools that can help you when selecting color-text combinations such as the Material Palette site at <https://www.materialpalette.com>.

7.4.3. Mismatched Fonts –

Just like the use of colors, it's easy to mismatch or use too many fonts. Mismatched fonts usually occurs when Developers copy and paste text from a Word document or PowerPoint slide with a different font type family such as Times New Roman and your Blackboard text is Arial. When used improperly, fonts will make your content hard to read and extremely distracting.

7.4.3.1. How to Avoid Mismatched Fonts-

Avoid mismatched fonts by following some simple rules for pairing fonts. Stick to sans-serif fonts such as Arial which are easy to read and are less strenuous to the eyes. Regardless of which fonts you use, the most important thing is to be consistent with them. Pick one font to use throughout your course, refrain from all others.

7.4.4. Low-Quality Images –

A low-quality image is something that's immediately recognizable, especially by students. Training Developers should not want their courses to look unprofessional. Using images that are pixelated, blurred, have bad lighting, or look dated can make students question the overall quality of the course, and more importantly, the content itself.

7.4.4.1. How to Avoid Low-Quality Images-

Avoiding this visual design mistake is easy... stop using low-quality images! If you use an image and notice that it's pixelated or blurred, that is your cue to go find a different image of a higher-quality. Try to find images that look like real people, doing real things. The Educational Branch can assist you in selecting professional photography from Shutterstock.

8. COURSE SITE ADMINISTRATION.

8.1. Joint Responsibility –

Course Administrators/Training Developers/Instructors/Schools/Units are jointly responsible for the maintenance and management of their Bb courses.

8.2. Domain Administrator Responsibility –

Provides training as necessary, but will not engage in the production of course content for an individual course or contribute to the day-to-day administration of courses; (e.g. posting announcements, forming groups, or creating course banner). The Domain Administrator will make no additions, deletions, or otherwise alter course content without prior approval of the TDD Course Manager/Training Developer.

8.3. Media Content –

In order to ensure successful Bb course and system management, users must adhere to the standard naming convention, as well as course size and user enrollment guidelines. With the utilization of video, images, Sharable Content Object Reference Model (SCORM) and Interactive Multimedia Instruction (IMI) content will facilitate

learning, Remember, course size can increase quickly and have a negative effect on system performance, including access to Grade Center and content playability.

8.3.1. Blackboard Media Server –

Videos, SCORM and IMI content, as well as files in the media format (.flv, .wmv, .mp3, .mpg, .avi, etc.) will reside on the Blackboard media server and not on the production server. Submit these types of content to your respective Course Administrator who will create a trouble ticket with the ELLC Help Desk.

8.3.2. Interactive Multimedia Instructions (IMI) Courses –

Although Bb is capable of running IMI courses, these courses, whenever possible, should reside at the Army Learning Management System (ALMS).

8.3.3. SCORM 1.2 and 2004 Standards Support –

The ELLC system supports content that conforms to the SCORM 1.2 and the SCORM 2004 standards. The content functionality on the ELLC systems has been found to be more reliable when built to the SCORM 2004 v3 or above standard.

8.3.4. Software to Design SCORM-Based Content –

While there are several platforms for which to design SCORM-based content, the known ones that work best on Bb are Adobe Captivate, Articulate, and Lectora.

8.4. Optimization of Course Size –

For optimization of course size and performance for all courses, Training Developers should link static content rather than embed content directly into their courses.

8.5. File Attachments –

All file attachments, to include files uploaded to Content Collection, must NOT contain spaces. Spaces may be substituted with an underscore (_). Another option is to use the “camel” method which consists of changing to upper-case the first letter of each word, i.e., HumanResourcesSpecialist. Abbreviations or short titles should be used.

8.6. Embedded/Linked Files –

Generally, files embedded or linked within the lesson plan or tests. And files uploaded to Content Collection should be converted to a file that will reduce the file size. It is highly recommend you convert them in to a web page or a PDF file instead of uploading or linking a MicroSoft Word document or PowerPoint presentation to your course.

8.6.1. PowerPoint Slides with Animation –

If you have a PowerPoint presentation that has animation and you try to save it as a PDF for insertion into Bb, you lose the animation. To work around that and still keep the slide show as read-only, save the presentation as a PowerPoint Show. That way the slides automatically launch as a slide show.

8.6.2. PDF Files –

All PDF files should be further reduced in size using Adobe Acrobat Pro software. Open the file using Acrobat Pro then select “Document” from the top menu then select the “Reduce File Size” option.

9. DEVELOPMENT OF ELECTRONIC TESTS.

This section outlines guidance and procedures for the development of electronic tests. Training Developers will convert tests to electronic media for use on Bb.

9.1. Creating Tests –

Tests may be created directly in Bb, may be imported using Respondus, or may be created as a SCORM test using software such as Lectora, **software** and imported into Bb. **Note:** All tests must have at least two versions.

9.2. Test Naming Convention –

Identify test name by the Individual Student Assessment Plan (ISAP) event number. This name will be displayed in the Grade Center and will be used to report graduation requirements to Academic Records.

For example: event number_exam title (abbreviate titles when they are long). If the event number contains a slash “/,” replace it with an underscore (_).

RR-01_Enlistment Eligibility

PP-13_CC_PRM_VER_A

9.3. Numbering Test Questions –

Test questions should be numbered, (i.e., 1, 2, 3, etc.), and responses should be a letter, (i.e., a, b, c, d, etc.).

9.4. Test Instructions Content –

Tests instructions must include an Academic Security Statement such as “**THIS IS A GRADED EXAMINATION. ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may **NOT** communicate with other students, give or receive assistance, make record of your answers anywhere, or pass on information about this examination to other students. Unauthorized assistance is defined as working with others in any way before, during, or after the test; you will be charged with cheating for the offense. Cheating could result in adverse administrative and/or Uniform Code of Military Justice (UCMJ) action against the offender(s).”

9.5. External Website Links –

Tests requiring students to access external website(s) must contain the website link as part of the test website link must be open in a new window. Similarly, if tests require students to open other files such as pdf documents, links to such documents should also be created as part of the test and opened in new window.

9.6. Disabling Printing and Copying/Pasting –

To disable printing and copying/pasting of Bb tests, Developers must setup tests to use the Respondus Lockdown Browser tool. This tool will prevent students using the right click and copy feature; it also prevents students from copying, pasting and printing the test. While students can still use the print function of the browser, a blank page is printed.

9.7. Copying and Pasting from a Microsoft Word Document –

Do not copy and paste text from Word directly onto Bb. Word usually has “hidden” code that causes “Invalid HTML” error messages. It is always preferable to type directly in the text editor in Bb. If you are going to copy and paste make sure and do so from a “Plain Text” software such as Notepad.

10. ADMINISTRATION OF ELECTRONIC TESTS.

This section outlines guidance and procedures for the administration of electronic tests. To minimize errors while students take their tests on Bb, it is imperative that Instructors, as well as students adhere to this policy and guidance.

The Instructor/Test Proctor will use the Bb Test Proctor Checklist in Annex B (Job Aid 02, Administration and Proctoring of Electronic Tests) for each test and show the Student Test Checklist in Annex B on a screen where all students can see it while administering each examination.

10.1. Deployment of Tests –

Instructors will deploy and make “available” only the test version being tested. Instructors must apply a password to tests created in Bb to prevent inadvertent access to students in multiple classrooms utilizing the same test. The password should be complex enough to prevent guessing. An example of a complex password is: 1Zyr@#2.

NOTE 1: Test Control Officers (TCOs) may be designated to make tests available to instructors.

10.2. Test Navigation –

Students should not use the browser back and forward buttons to navigate within a test. This may cause students to be kicked out of the test and responses not captured. Instead, students should navigate within the test by using the Question Completion Status bar.

10.3. Entering the Test –

When entering the test, students should click the “OK” button only once. Sometimes it will take a while for the test to load (give it at least a full minute). If, after clicking once, nothing happens for a minute, then students should contact the instructor immediately. (If a student clicks the “OK” button twice, a message will pop up advising the student they already took the test, and will prevent the student from continuing with the test. If this occurs, the instructor must clear the last test attempt, which allows the student to start the exam again).

10.4. Question Completion Status –

Whenever a student takes an assessment, the completion status of questions appears at the top of the page, just below the Instructions Box. The question completion status indicator remains at the top of the page even as the student scrolls down through the assessment.

10.4.1. Immediately upon entering the assessment, students must click the “Question Completion Status” tool and use the indicator to monitor if their responses are being saved. When an answer is properly saved that question number will turn gray.

10.4.2. Students can navigate between questions by clicking the question number in the status box. This applies only to tests deployed all at once or question by question where backtracking is permitted.

10.4.3. The Question Completion Status is also used by Test Proctors to detect if student answers are being properly saved. If the Test Proctor notices responses are not saving, he/she must immediately provide the student an AIMS sheet or a sheet of paper to record all responses the student has already answered but did not save. The AIMS sheet or sheet of paper must be collected at the end of the test session and treated as a sensitive test item. It must be safeguarded IAW The USASSI Test Control SOP.

10.5. Presenting Test Questions –

The preferred method of presenting test questions to students is to show all the questions at once. Students must save their answer immediately after selecting an answer by using the “Save Answer” button located to the right of each question. Failure to follow this guidance may cause the java session to terminate and answers not be saved. It is necessary for students to save every single answer (which refreshes and therefore reloads the page every time) to reduce the chances of being kicked out of test and Bb. The Save Answer function provides a visual reminder to students to save their work.

10.6. Changing Test Answers –

Students can change answers up until the time they click the Save and Submit button. Students should not click the Save and Submit button until the test is complete and must click the button only once.

10.7. Issues while Taking a Test –

Students should contact the Instructor/Test Proctor immediately if they experience a problem or a technical difficulty that prevents them from continuing or finishing the test. The Instructor/Test Proctor is the only person who can clear a student’s attempt through the Grade Center to allow students to re-take the test. Approval from the Course Manager must be obtained prior to clearing a student’s attempt.

NOTE 2: Clearing a student's attempt must be performed only when all other options to allow the student to continue with the same attempt has been exhausted. When an instructor clears a student's attempt, all previously submitted answers are erased.

10.8. Resizing, Minimizing or Refreshing the Browser –

Students should not resize, minimize, or refresh the browser window once the test has started. These actions may cause Bb to end communication with the server and prevent students from submitting their test.

10.9. Back Up Plan for Electronic Testing –

As with any internet technology, we cannot rely on the network to be operational 100% of the time. There will be times when the network is not available or Bb may go down. There are a few options as a backup plan.

10.9.1. Reschedule Testing:

Instructors may have to reschedule testing to allow them to coordinate for paper copies to be obtained IAW the USASSI Test Control SOP. After paper test completion and access to Bb is restored, instructors should manually enter grades to the grade center.

10.9.2. Use Paper Tests:

If the network or Blackboard is going to be down for an extended period of time, the instructor/test proctor may give students paper tests. Proper test security must be applied as outlined on the USASSI Test Control SOP. Grades must be manually posted on the Grade Center when services are restored.

10.9.3. Postpone Testing:

If it appears that the network may be down for a significant time, then instructors must decide if they want to postpone testing until the system is back up for electronic testing.

11. TEST SECURITY.

11.1. Safeguarding Electronic Tests –

All tests administered on Bb will be safeguarded IAW The USASSI Test Control SOP. Training Developers must, whenever feasible, use Respondus LockDown Browser, which will restrict students browsing activity during testing as well as preventing students from copying and pasting test information on the computer, or printing it.

11.2. Password-Protecting Tests –

All tests must be password-protected at the time of deployment to prevent students accessing tests inadvertently. Do not use obvious words such as the course name, lesson name or test ID as a password. As these are easy to guess. Instead, use complex passwords (eight or more alpha-numeric characters) with upper and lower case, numbers, and special characters; Complex passwords are harder to guess. Additionally, the use of Respondus Lockdown Browser will add an additional layer of

security by adding a system password to prevent unauthorized access to deployed tests.

11.3. Test Link Availability –

Link to a test should be made “Not Available” immediately after the first student submits his/her test to prevent students accessing the test outside the classroom. Another layer of security is to change the password after students complete their test and leave the classroom.

NOTE: As necessary, make the test link available, for students in the classroom who exits but have not completed the test. Immediately after assisting the student getting back into the test, Make the test link unavailable again.

WARNING: Whenever the “Correct” and “Submitted” or “Show Incorrect Questions” Test Options are made available to students during a test review session, these options MUST be unchecked immediately after the test review. Failure to follow these instructions could cause a test compromise, even after the instructor has made the test unavailable.

11.4. Absentee –

Students absent during test day must be given a different test version.

11.5. Storage of Test Files –

Do not store exported tests in The Content Collection. These files should be stored in a tightly controlled site in SharePoint per the USASSI Test Control SOP.

11.6. Deterring Test Compromise –

To deter test compromise, all course masters will have the following statement added as an item and listed as the first item on the test/exam/assessment page.

“Examination/Testing Material – Sensitive in Nature”.

DO NOT COPY, PRINT, SAVE TO EXTERNAL APPLICATION, OR

TRANSMIT THIS EXAMINATION UNLESS SPECIFICALLY

AUTHORIZED TO DO SO.

You are responsible for ensuring that the inappropriate disclosure/acquisition of this examination does not occur. Report to Test Proctor/Instructor any test material handling situation that might lead to test compromise. You will not acquire or provide inappropriate assistance, before, during or after any test.

By clicking the test link, accessing, and submitting this examination, you are attesting that you understand and will abide by the above Test Security Statement.

12. CONTENT COLLECTION USAGE

The Content Collection is a centralized file storage for developers to store, share and publish necessary course content such as test graphics and supplements. Content owners and other authorized users can share access to other users or re-use a single file in multiple courses. The Ft. Eustis Life Long Learning Center supports over 700,000 users. The storage space, while robust, is not unlimited and requires quotas to be set and monitored.

NOTE: Content Collection is not to substitute SharePoint as the repository for courseware.

12.1. Institution Content –

Each domain has an institution folder with an unlimited quota, as this is the main location where content is stored. The Soldier Support Institute has a folder in the Content Collection under the “Institution” folder. The “SSI Institution” folder further contains a folder for each school and/or activity. The Domain Administrator gives Training Developers “Management” access to their respective course folder so they can edit, upload and delete files. Only exam graphics and supplements may be stored in Content Collection. Other course materials must be stored in SharePoint.

12.2. Course Content –

A folder with a quota of 750 Mb is created automatically with the corresponding Course ID. Content uploaded to the Course Content Collection is deleted when the course is deleted. For permanent storage, use the Institution Content Collection instead.

12.3. Organization Content –

A folder with a quota of 750 Mb is created with the corresponding Organization ID when an organization is created.

12.4. User Content –

When a user accesses the Content Collection for the first time, a personal folder in the Content Collection is created with a quota of 20 Mb.

13. ANNEX A: JOB AID 01 – GRADE CENTER QUICK GUIDE FOR INSTRUCTORS



**Job Aid
(JA-01)**

Grade Center Quick Guide for Instructors

1. PURPOSE:

This guide establishes the business processes for collecting grades from the Grade Center and submitting the grades to the USASSI G3 Training Management. This Quick Guide will assist instructors with maintaining the Grade Center and exporting grades from the Grade Center to submit to G3 Training Management at the end of the course.

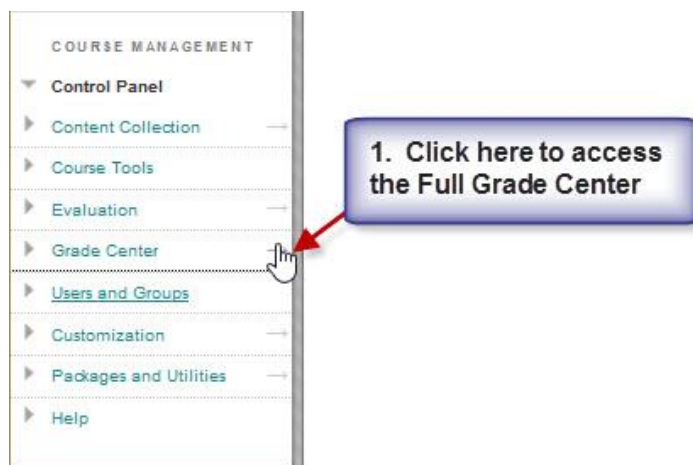
2. GRADE CENTER MAINTENANCE:

To ensure grades are reported accurately, it is imperative that instructors maintain the Bb Grade Center.

- a. The Grade Center will contain every event listed on the Individual Student Assessment Plan (ISAP).
- b. The Grade Center will display the tests in the sequence they are given and grades recorded as outlined on the Blackboard Standing Operating Procedure (SOP).
- c. Additional entries such as assignments, feedback surveys, etc. will be moved to the end of the Grade Center.
- d. Instructors will create an entry in the Grade Center and label it *Remarks*. This column will be used to report student status such as Recycled, Dropped, SDF (student disposition form), etc.

(1) Create the *Remarks* entry column as follows:

- Open the Grade Center



NOTE: When you access the Grade Center you will notice that it takes a few seconds to load. Blackboard loads a lot of information in the Grade Center spreadsheet. In doing so, it creates a spreadsheet-like environment in which you can work with a wealth of grade information without having to navigate to another page.

- Click the “**Create Column**” tab.



- Add Create Grade Column information. After submitting the information click the OK button to continue

The screenshot shows the 'Create Grade Column' form. At the top, there is a title 'Create Grade Column' and a description. Below the description, there are 'Cancel' and 'Submit' buttons. The form is divided into sections: 'COLUMN INFORMATION', 'Description', 'Path', 'Primary Display', 'Secondary Display', 'Category', and 'Points Possible'. The 'Column Name' field is filled with 'Remarks'. The 'Grade Center Name' field is empty. The 'Description' field is filled with a rich text editor containing the text 'Grades must be entered using the selected format. Grades display in this format in both the Grade Center and My Grades.' The 'Path' field is empty. The 'Primary Display' dropdown is set to 'Text'. The 'Secondary Display' dropdown is set to 'None'. The 'Category' dropdown is set to 'No Category'. The 'Points Possible' field is filled with '0'. A blue box with the text '3. Enter information as shown in this example' has red arrows pointing to each of these fields.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

DATES

Date Created May 12, 2014

Due Date

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

OPTIONS

Select **No** for the first option to exclude this Grade Center column from calculations. Select **No** for the second option to hide this column from Students in My Grades. Select **Yes** for the third option to show column statistics to Students in My Grades.

Include this Column in Grade Center Calculations ☐ Yes ☒ No

Show this Column to Students ☐ Yes ☒ No

Show Statistics (average and median) for this column to Students in My Grades ☐ Yes ☒ No

Click Submit to proceed. Click Cancel to go back.

4. Leave blank

5. Set to "No"

6. Click the "Submit" button

Cancel Submit

Success: created column: Remarks

Grade Center : Full Grade Center

When screen reader mode is on the table is static, and grades may be entered on the Grade Details page, accessed by selecting the table cell for the grade. When screen reader mode is off, grades can be typed directly into the cells on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Create Column Create Calculated Column Manage Reports Filter Work Offline

Move To Top Email Sort Columns By: Layout Position Order: ▲Ascending Hide Color Coding

Grade Information Bar Last Saved March 20, 2015 3:14 PM

Last Name	First Name	Day One Assign	FL_01_AA Interp	General Knowle	Remarks
Barner	Jacob	---	---	---	---
Bedwell	Albert	---	---	---	---
Bust		---	---	---	---
Fox		---	---	---	---
Hall		---	---	---	---
Hend		---	---	---	---
Herr		---	---	---	---
Hurley		---	---	---	---
Ludic	Emily	---	---	---	---
Northrop	Stephen	---	---	40.00	---

Selected Rows: 0

Move To Top Email

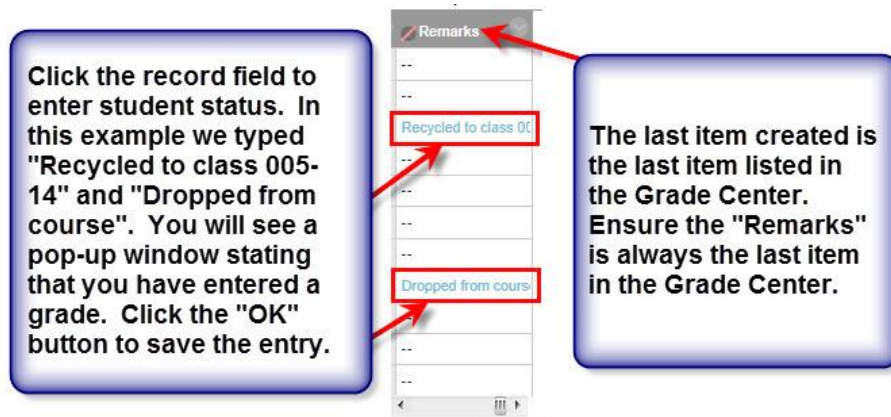
Slider

Icon Legend

After submitting the information you will see whether or not the column creation was successful. You may need to move the slider to the far right to view the column

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

- The graphics shown below depicts the newly created entry in the Grade Center with the student status entered in the record field.



(2) Do not remove from the Grade Center students who have been recycled or dropped from the course. The grades, if any, for recycled students must be transferred to the course the student was recycled to and an entry made on the *Remarks* column referencing the new course; i.e., "recycled to course 005-15" or "Dropped from course" as shown on the graphics above.

e. Instructors will compute tests weights in percentages and enter the weights in the Grade Center. The total of all tests weight will be 100%. If weights are already listed as percentages, the steps listed below do not apply.

(1) Follow these steps to compute each test weight:

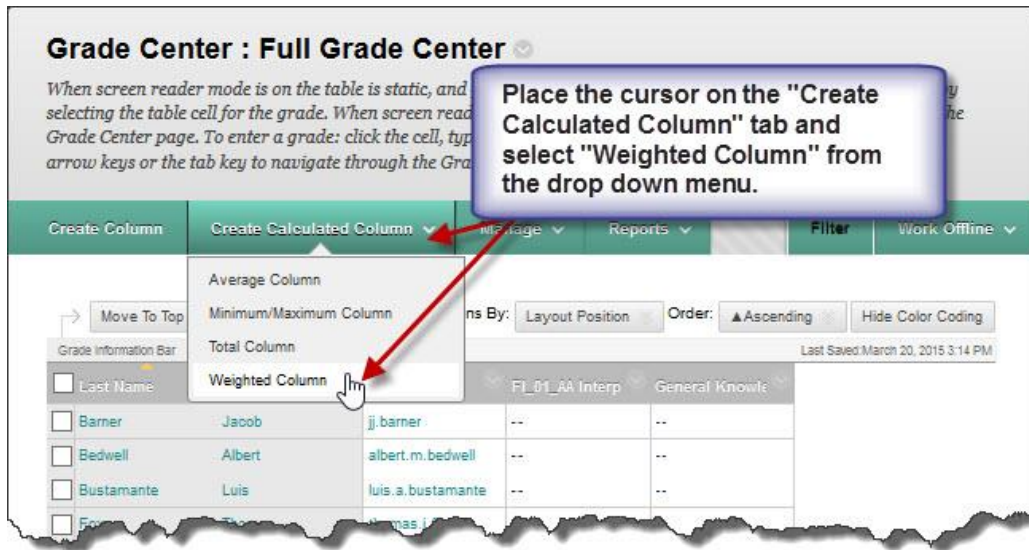
- add all tests weights on the ISAP (these weights are listed in points)
- divide each test point by the total ISAP points then multiply by 100
- round off to the nearest hundredth.
- add all the percentages and ensure they equal 100% (you may need to make minor adjustments to ensure they equal 100%).

For example: Let's say that the total weighted points for an ISAP is 820 points and the weight for a test is 30 points, the computation will be $30 \div 820 = .0365853 \times 100 = 3.65853$. Round off to nearest hundredth and you get 3.65.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

(2) Follow these steps to enter test weights to Grade Center:

- A Weighted Total column is automatically created in the Grade Center. If this column is not available, you will have to create it. This column calculates students class standing based on each graded item. Select or hover the mouse over the “Create Calculated Column” button then select “Weighted Column” from the dropdown menu.



- Enter the Column Name and Primary Display information.

Create Weighted Column

A Weighted Column calculates and displays a grade based for a selected number of Columns based upon each column's respective worth of the total grade. Columns with text as the primary display cannot be displayed as a weighted grade.
[More Help](#)

* Indicates a required field.

Cancel Submit

COLUMN INFORMATION

* Column Name: **Enter "Weighted Total" as the column name**

Grade Center Name:

Displays as the column header in the Grade Center. Cannot exceed 15 characters.

Description:

Set the Primary Display to "Percentage"

Primary Display: **Set the Primary Display to "Percentage"**

Calculated grades display in this format in both the Grade Center and the Report Card.

Secondary Display:

This display option is shown in the Grade Center only.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

- Enter the computed grades as shown in the example below. Do not assign weight to retests.

SELECT COLUMNS

Select the columns and categories to include in this weighted grade and then set the weight percentages.

Include in Weighted Grade

Columns to Select:

- ARC Student Handbook
- Authentic Happiness
- Enlistment Eligibility Examination Version B
- Enlist Eligibility Exam Version D**
- Comprehensive Examination Version D
- Navigate Recruiting Systems Version B
- Plan a Funded Future Soldier Event Learning Rein
- Develop a Quarterly Future Soldier Training Sched
- Column Information

1. Select test to be weighted

2. Click here to add test to the list on the right

Enter the weight percentage for each item. Percentages should add up to 100 percent.

3. Enter the weight percentage for each item

Ensure the total weight does not exceed 100%

Ensure Yes is selected

Calculate as Running Total ☒ Yes ☐ No

A running total only includes items that have grades or attempts. Selecting No includes all items in the calculations, using a value of 0 for an item if there is no grade.

★ 1.84	% Column: Day 3 Read Ahead	✖
★ 1.84	% Column: Army Story Submission	✖
★ 6.12	% Column: Quiz 1A	✖
★ 1.84	% Column: Day 5 Read Ahead	✖
★ 1.84	% Column: Determine Enlistment	✖
★ 1.84	% Column: Eligibility Exam Preparation	✖
Total Weight: 94.49%		

OPTIONS

Select No for the first option to exclude this Grade Center column from calculations. Select No for the second option to hide this column from Students in My Grades. Select Yes for the third option to show column statistics to Students in My Grades.

Include this Column in Grade Center Calculations ☒ Yes ☐ No

Show this Column to Students ☒ Yes ☐ No

Show Statistics (average and median) for this column to Students in My Grades ☐ Yes ☒ No

Select the option to include the column in the Grade Center calculations and to show the column to students.

Click the "Submit" button to proceed.

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

f. Test Failures, Retests, and Absences.

(1) Instructors must administer an alternate test version when students fail a test or when they are absent when the initial test version is administered. See example below.

The diagram illustrates a Grade Center table with two columns: 'PP_16_CC_DC' and 'PP_16_CC_DC'. The table contains 15 rows of data. Annotations with arrows point to specific cells:

- Version A test administered:** Points to the first 'PP_16_CC_DC' column header.
- Version B test given for retests and for students who were absent when version A test was administered:** Points to the second 'PP_16_CC_DC' column header.
- Student fails version A test:** Points to the cell containing '65.00' in the first column.
- Student passes version B retest:** Points to the cell containing '90.00' in the second column.
- Version B test grade is entered on weighted version A test:** Points to the cell containing '95.00' in the first column.
- Student was absent when version A test was administered; therefore version B test was given to student:** Points to the cell containing '95.00' in the second column.

PP_16_CC_DC	PP_16_CC_DC
95.00	-
100.00	-
90.00	-
85.00	-
95.00	-
95.00	-
65.00	90.00
85.00	-
100.00	-
100.00	-
100.00	-
100.00	-
95.00	-
95.00	95.00
95.00	-
100.00	-
100.00	-
90.00	-

(2) If students pass the retest they must be given the minimum passing grade (usually 70%) and the Grade Center grade adjusted accordingly. In the example above a student failed the test (65%) and passed the retest (90% or above), the version A test grade must be changed to 70%.

NOTE: Even when students “max” the retest, they will still receive the minimum passing grade.

(3) If students are absent when a test is administered they must be given an alternate test. Their grades must be added to the initial (weighted) test.

3. EXPORTING GRADES:

NOTE: Exporting grades is not applicable for RC training conducted at Total Army School System Training Centers (TTCs).

a. Before you start exporting grades from the Bb Grade Center ensure grades for all students are entered.

b. Accessing the Grade Center and Downloading Grades.

(1) Access the course then open the Grade Center via the Control Panel.

The screenshot shows the Blackboard Grade Center interface. On the left is a dark sidebar with a 'Control Panel' section. A red arrow points from a callout box labeled '1. Click here to access the full Grade Center' to the 'Grade Center' link in the sidebar. The main content area is titled 'Grade Center : Full Grade Center'. At the top of this area are buttons for 'Create Column', 'Create Calculated Column', 'Manage', 'Reports', 'Filter', and 'Work Offline'. Below these is a table of student grades. A red arrow points from a callout box labeled '2. Click the contextual menu to view options' to the 'Filter' button. Another red arrow points from a callout box labeled '3. Select Download' to the 'Download' button in the top right corner of the table area. The table has columns for 'Last Name', 'First Name', 'Grade/Rank', 'Unit/Organiz', 'Duty Position', and 'Score'. It lists several students with their respective scores.

Last Name	First Name	Grade/Rank	Unit/Organiz	Duty Position	Score
Christian	Angeletta	..	..	..	62.00
Cooke	Renaud	..	..	..	..
Dickey	Christopher	..	..	..	..
Evans	Lafertel	..	..	..	100.00
Gates	Robert	..	..	..	91.00
Gauthier	Laurence	..	..	..	82.00
Goncalves	Andre	..	..	..	100.00
Henley	Enjoyli	..	..	..	100.00
Mocosh	Scott	..	..	..	100.00
Steward	..	..	..	..	..

(2) Download the grades. To download only the grades for a specific test, select the “Select Column” option. Instructors must download the Full Grade Center after each test and at the end of the course, and save the (Excel) file to a shared drive for future reference. The Excel files may be deleted after grades are submitted to G3 Training Management.

NOTE: Failure to download the Full Grade Center after each test may leave the instructors with no grades record should Blackboard become unavailable, or if the course is corrupted, or inadvertently deleted while still in session.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

Download Grades

Full or partial data can be downloaded from the Grade Center and saved to your computer or a Content Collection folder. Once downloaded, grades can be changed and added offline and later uploaded to the Grade Center. In addition, you can edit comments accessed through the Quick Comment feature or the Manually Override tab on the Grade Details page. [More Help](#)

4. Select the data you would like to download. In this example we want to download the "Full Grade Center"

5. If downloading a "Selected Column", click the down arrow and select column from the drop down list

6. Select "Tab"

7. Select location to save the file. In this example we are saving the file to "My Computer"

8. Click the "Submit" button to continue

DATA

Select Data to Download

☒ Full Grade Center

☐ Selected Column Adding Content to Blackboard Test ☐ Include Comments for this Column

☐ User Information Only

OPTIONS

Choose either the tab delimited (.XLS) or comma delimited (.CSV) delimiter type to open the file directly in Excel or save the file to your computer and open it in a third-party application that does not support Excel.

Delimiter Type

☐ Comma ☒ Tab

Include Hidden Information

☐ Yes ☒ No

Hidden information includes columns that are hidden from view.

SAVE LOCATION

Select where to save the file.

Download Location

☒ My Computer ☐ Content Collection

Browse

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

(3) Follow the instructions on the next five graphics to download and open the grades file.

Download Grades

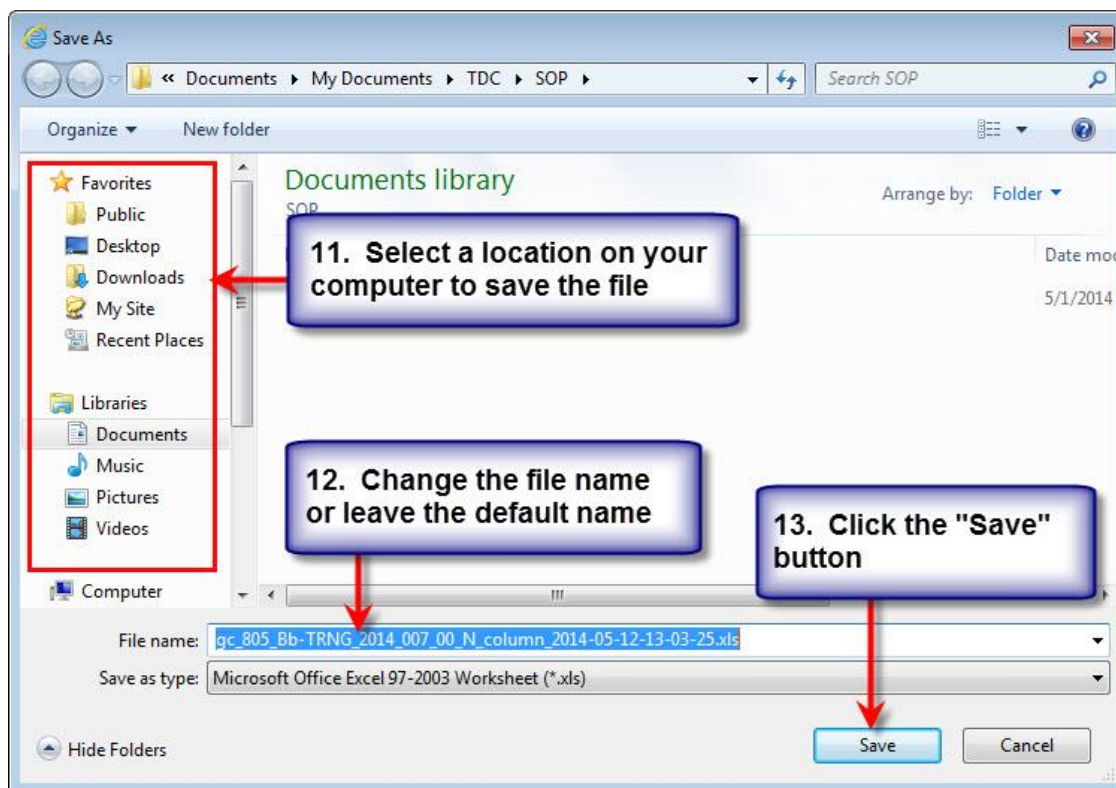
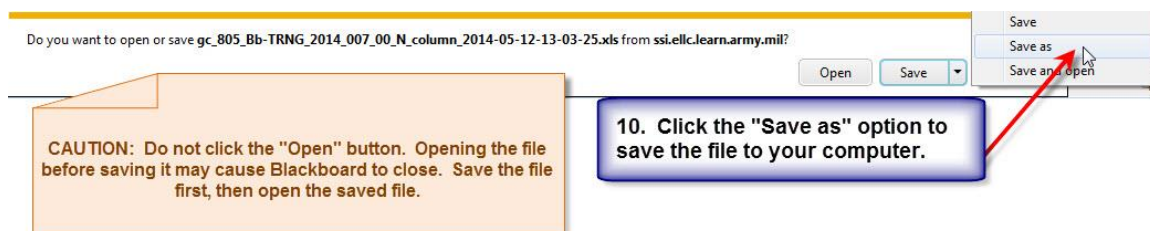
The data has been saved to a file. To download the file and work off line click Download to Open the file.

9. Click the "DOWNLOAD" button to initiate the download

DOWNLOAD

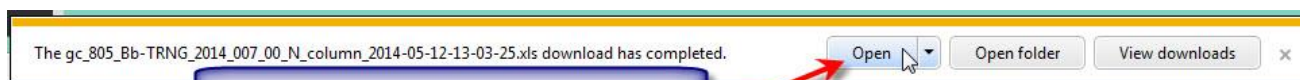
Do not open the file at this time. Save the file instead.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

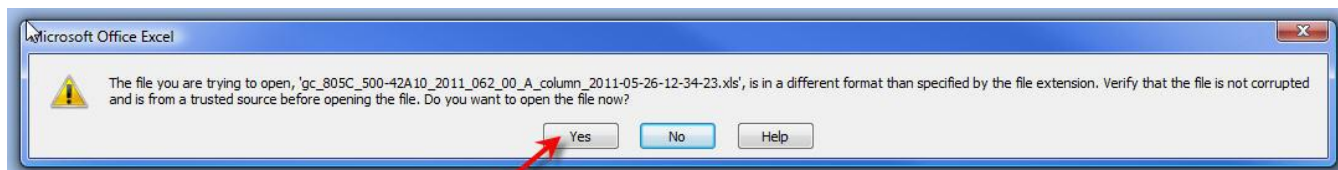


NOTE: The step below may not apply if you have setup your computer to "Close this dialog box when download completes." If this window does not popup, simply find the saved file on your computer and open it; otherwise simply click the "Open" button.

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors



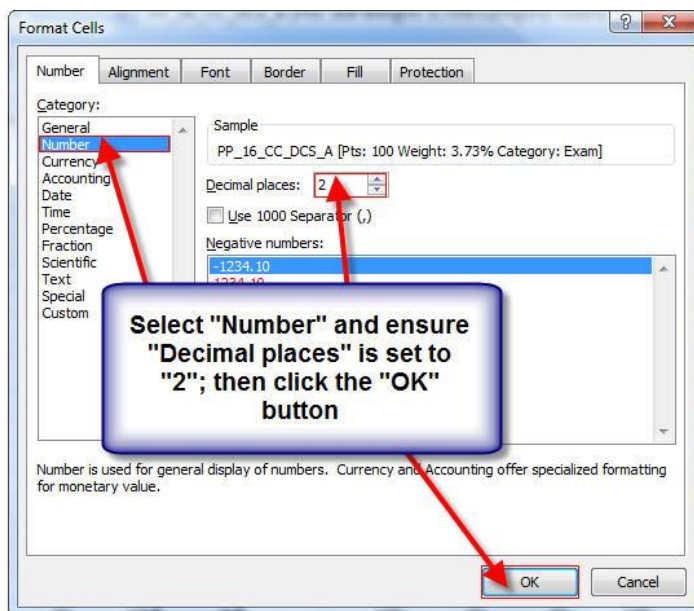
After the download is complete, click the "Open" button to open the file



This message pops-up when the file is saved as an Excel 97-2003 Worksheet, but the Excel program on your computer is a newer version. Click "Yes" to continue to open the file

c. Changing the grades to two decimal places:

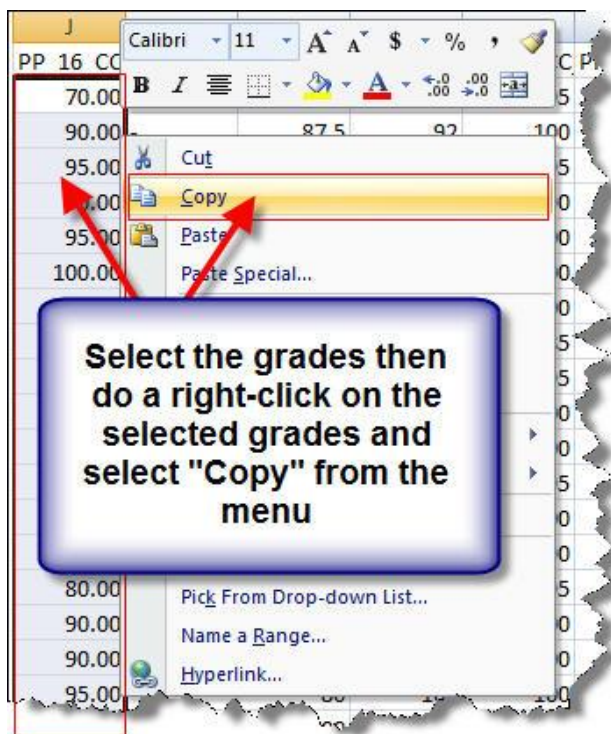
(1) Format the spreadsheet cell(s) to show two decimal places as shown in the graphics below.



Select "Number" and ensure "Decimal places" is set to "2"; then click the "OK" button

Annex A: Job Aid 01 – Grade Center Quick Guide for Instructors

(2) The next step is to select (highlight) the grades in the column you would like to copy to the spreadsheet provided by the Education and Training Technician and copy its content.



(3) The final step is to open a blank Grade Sheet and paste what you copied in step (2) above on to the Grade Sheet, starting with the first name in the column that denotes the correct test taken. Send an encrypted e-mail to your Education and Training Technician at G3 Training Management.

14. ANNEX B: JOB AID 02 – ADMINISTRATION AND PROCTORING OF ELECTRONIC TESTS



**Job Aid
(JA-02)**

**Administration and Proctoring of
Electronic Tests**

Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

This annex provides information for the administration and proctoring of an electronic test in Blackboard. It covers specific information for electronic testing such as test settings, what instructors/test proctors must brief to students, browser preparation, and taking tests. In this Job Aid you will also find a checklist for test proctors to use prior to proctoring tests, and a list of instructions test proctor must brief to students.

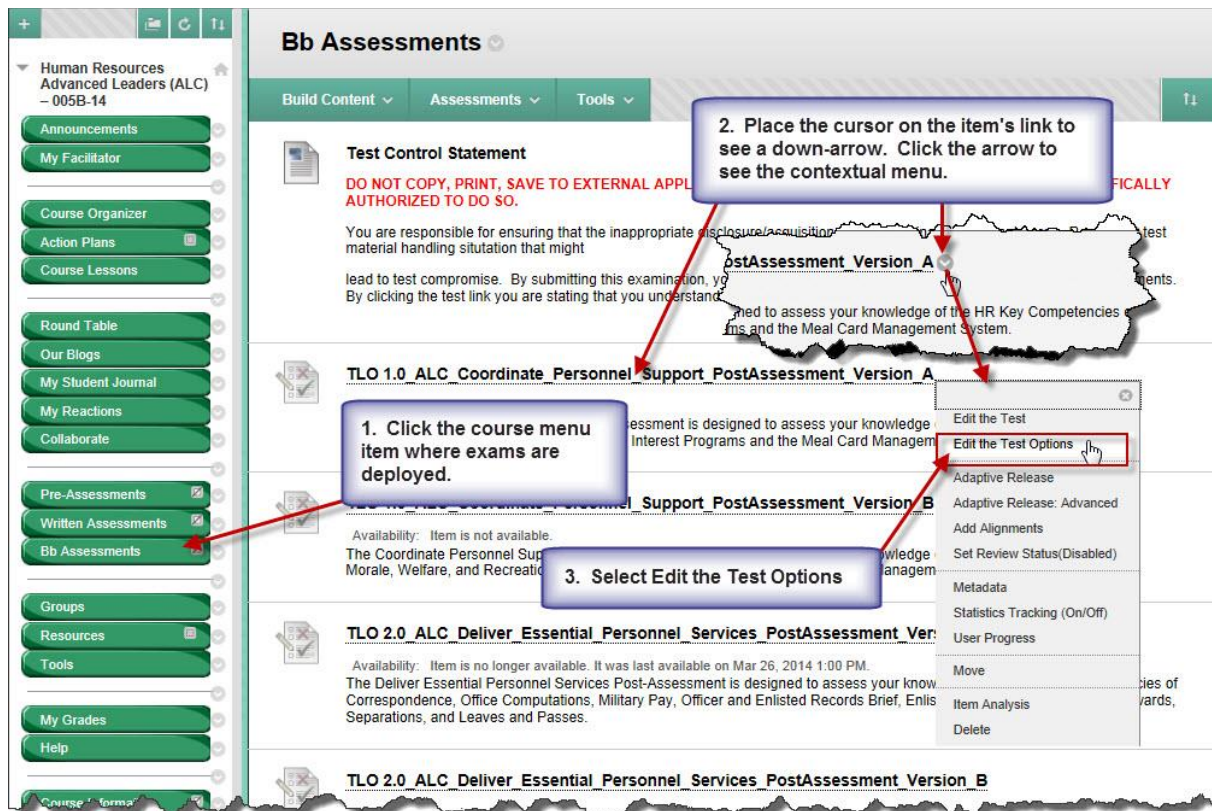
Instructions for Electronic Testing in Blackboard (Bb)

I. Test Settings:

After the test is deployed, the instructor must setup the Test Options. Once the test is taken by students, the only test options change will be to make the test **unavailable, reset the password, and deselecting all options checked under the “SHOW TEST RESULTS AND FEEDBACK TO STUDENTS”** section. It is important that these settings are made prior to making the test available to students

WARNING: After the test, making the link available “No” will NOT in itself restrict students from viewing the test, You must also deselect all of the “Show Test Results and Feedback to Students” check boxes as identified in paragraphs 2 through 9 below.

1. Click the Exams menu button so that you can see the exam you are giving to your students and click the double-arrows to edit the test options.



Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

2. Test Options - Test Information:

Test Description
The Coordinate Personnel Support Post-Assessment is designed to assess your knowledge of the HR Key Competencies of Morale, Welfare, and Recreation, Command Interest Programs and the Meal Card Management System.

☒ Show test description to students before they begin the test.

Test Instructions

1. This examination contains questions 1 through 20 consisting of multiple choice, matching, fill in the blank and true/false. Read each question carefully but move on so that all questions are answered in the time allotted.
2. ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN. You may NOT communicate with other students, give or receive assistance, make record of your answers, print this exam or pass on information about this examination to other students. Failure to follow these instructions will result in the appropriate disciplinary action being taken.
3. When you have completed the test, exit the classroom until the designated critique time.
4. Remember to click on SUBMIT once finished.
5. Be directed to the test proctor. The test proctor will not answer questions concerning the content of the test.

1. Check these two options to allow students to see the test description and instructions before they begin the test

3. AR 600-20
4. AR 608-20
5. AR 600-9
6. AR 621-5
7. AR 600-38

☒ Show Instructions to students before they begin the test.

2. Leave on default setting "No". NOTE: Changing this option to "Yes" may cause test questions to not save properly, or not save at all.

Open test in new window ☐ Yes ☒ No

TEST AVAILABILITY

3. Test Options – Test Availability: See graphics below for correct settings:

TEST AVAILABILITY

Make the link available ☒ Yes ☐ No

Add a new announcement for this test ☐ Yes ☒ No

☐ Multiple Attempts

Allow Unlimited Attempts ☐ Number of Attempts

Score attempts using

☐ Force Completion

Once started, this test must be completed in one sitting.

☐ Set Timer

Set expected completion time. Selecting this option also requires you to set a timer.

00 Minutes

Auto-Submit ☒ OFF ☐ ON

OFF: The user is given the option to continue after the time expires.
ON: Test will save and submit automatically when the time expires.

☒ Display After 03/14/2014 08:59 AM

Enter dates as mm/dd/yyyy. Time may be entered in any time zone.

☒ Display Until 03/14/2014 12:30 PM

Enter dates as mm/dd/yyyy. Time may be entered in any time zone.

☒ Password Wk0018wK002*

Require a password to access this test.

Make test link available only when it is time to take the test. Change this option to Yes 5 to 10 minutes prior to scheduled time. Change back to No after the test review is completed.

Leave this option blank. Use only when students fails all available versions of a test and needs to retake a previously taken test. In those cases, select Multiple Attempts and Number of Attempts, and type 2.

Do not use Force Completion. This will prevent students from re-entering the test in cases of power outages or loss of connectivity.

Do not use the Timer and Auto Submit. This will prevent students to continue with the test should the time expires and students has encountered connectivity issues.

Select and enter date and time to automatically made test link available to students. Otherwise leave blank to manually make the link available (preferred Method).

All tests must be password protected to prevent inadvertent access by students

Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

4. Test Options – Test Availability Exceptions: Use this option when you want the test to be available only to selected student(s) or group(s). An instant when this option may be used is for students re-testing. Only those students re-testing will see the link.
5. Test Options – Due Date: Leave blank.
6. Test Options – Self-assessment Options: Ensure “Include this Test in Grade Center Score Calculations” option is checked. **NOTE: Never change this option to hide results. If this option is selected, the instructor will NOT be able to see any student grades, view answers, aggregate results, or download result details. This option cannot be changed after students submit their test.**
7. Test Options – Show test Results and Feedback to Students: When students submit their test they should only be able to see their test score. Ensure the options shown on the graphics below are selected.

WARNING: To prevent Test Compromise, the options “Correct”, “Submitted,” or “Show Incorrect Question,” should only be made available during the test review session and must be used in conjunction with the “One- time View” selection. “All Answers” checkbox should not be selected. **Uncheck all options checked, immediately after the test review.** If these options are left checked, students will be able to see the test from their computers, including their home PC, or from a mobile device or smart phone.

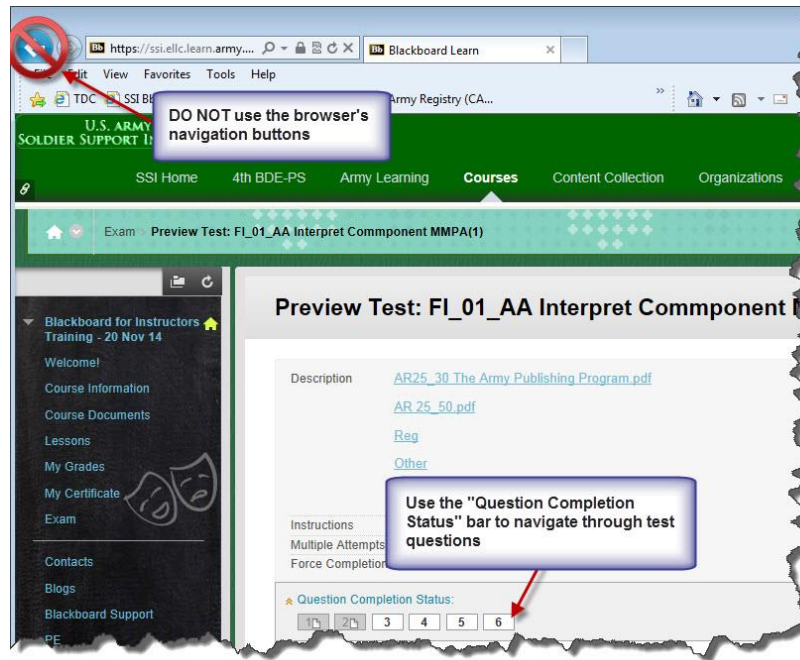
The screenshot shows the 'SHOW TEST RESULTS AND FEEDBACK TO STUDENTS' configuration page. It includes a table with columns for 'When', 'Score per Question', 'Answers', 'Feedback', and 'Show Incorrect Questions'. The 'When' column has a dropdown menu set to 'After Submission'. The 'Score per Question' column has an unchecked checkbox. The 'Answers' column has three checkboxes: 'All Answers' (unchecked), 'Correct' (checked), and 'Submitted' (checked). The 'Feedback' column has an unchecked checkbox. The 'Show Incorrect Questions' column has an unchecked checkbox. Annotations include a red arrow pointing to the 'After Submission' dropdown with the text 'By default, "After Submission" is selected. Do not change', and a purple box pointing to the 'Correct' and 'Submitted' checkboxes with the text 'Uncheck this option. By default, "Score per Question" is checked. NOTE: If left checked, students will see the test questions when they submit the test. By unchecking this option students will only see their score when they submit their test'.

When (i)	Score per Question (i)	Answers (i)	Feedback (i)	Show Incorrect Questions (i)
After Submission	<input type="checkbox"/>	<input type="checkbox"/> All Answers <input checked="" type="checkbox"/> Correct <input checked="" type="checkbox"/> Submitted	<input type="checkbox"/>	<input type="checkbox"/>
Choose...		<input type="checkbox"/> All Answers <input type="checkbox"/> Correct <input type="checkbox"/> Submitted	<input type="checkbox"/>	<input type="checkbox"/>

8. Test Options – Test Presentation: Ensure the option “All at Once” is checked. This option will allow students to answer test questions in any order. Do not use “Prohibit Backtracking”. This option prevents students from changing the answer to a question that has already been submitted. Use of the “Randomize Questions” option is highly recommended. This option must not be used when the test contains scenario based questions or questions that must be presented in a specific sequence.
9. After all the Test Options are correctly set, click the “Submit” button to save the options you selected.

II. Instructor will brief the following:

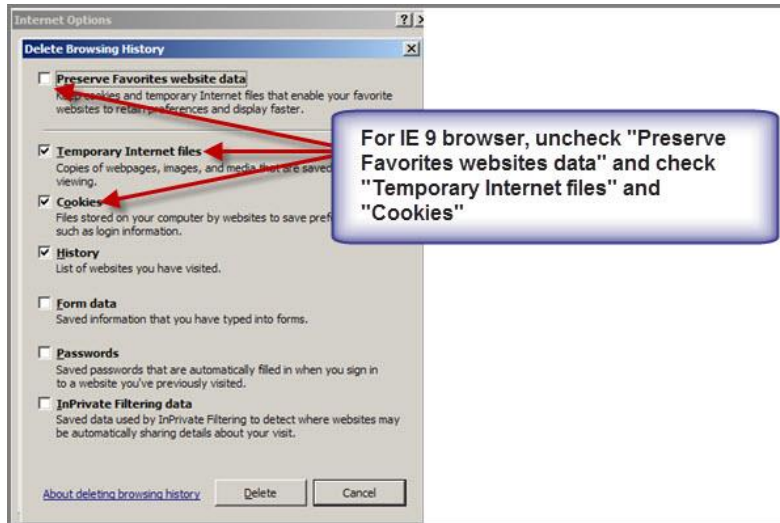
- Once you login to Bb never use the browser's navigation buttons. Instead, use the "Question Completion Status" bar to navigate through test questions.



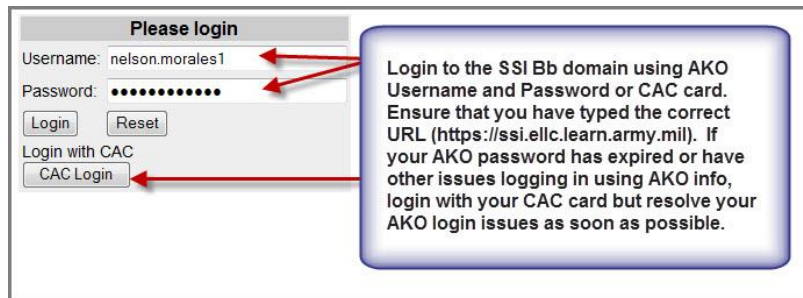
- Do not minimize the Bb window. Use Alt-Tab to navigate between opened programs/windows or click the program/file on the task bar to open it.
- After you enter the test's password click the "OK" button once. Wait for Bb to process the request.
- Expect to be kicked out of Bb if the test is longer than 60 minutes. Logout of Bb and close the browser. Open a new browser window and log back in using the login steps explained in section III.
- If the screen freezes or you notice that your answers are not being saved while taking a test, logout and close the browser. Open a new browser window and log back in using the login steps explained in section III. Notify instructor/test proctor any time you encounter issues while taking a test.
- If you are kicked out of Bb while taking a test or when submitting a test, log back in. Access the test and verify that your responses have been saved. Answer questions as needed and re-save. Notify instructor/test proctor any time you encounter issues while taking a test.
- At the end of the test you will receive your score. If you do not receive your score you need to inform the instructor/test proctor that you did not get a score.
- Instructor/test proctor will write the test Start and End time on the board or display on a classroom monitor a count-down clock. As it gets closer to the test end time, the instructor/test proctor will let you know how much time you have left. Once the time expires the instructor/test proctor will ask you to submit your test. You will not answer any more questions and submit your test immediately.

III. Browser Preparation and Login:

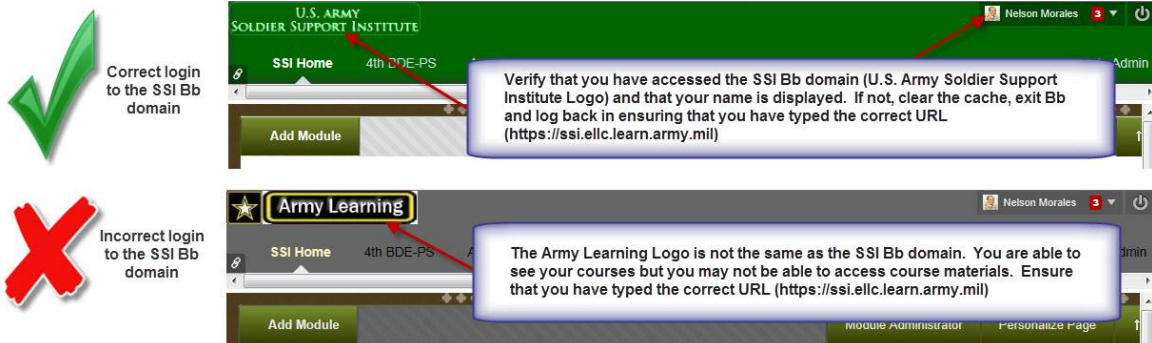
1. Prior to accessing Bb ask students to open the browser and clear their computer's cache (Temporary Internet Files and Cookies for Internet Explorer 7. See graphics below for IE8/IE9) and close the browser.



2. Ask students to open a new browser and type the URL <https://ssi.elic.learn.army.mil>.
3. Login using AKO user name and password or CAC card. (If students have issues logging into Bb using their AKO info, ask them to use their CAC card, but ask them to resolve the AKO issue promptly)

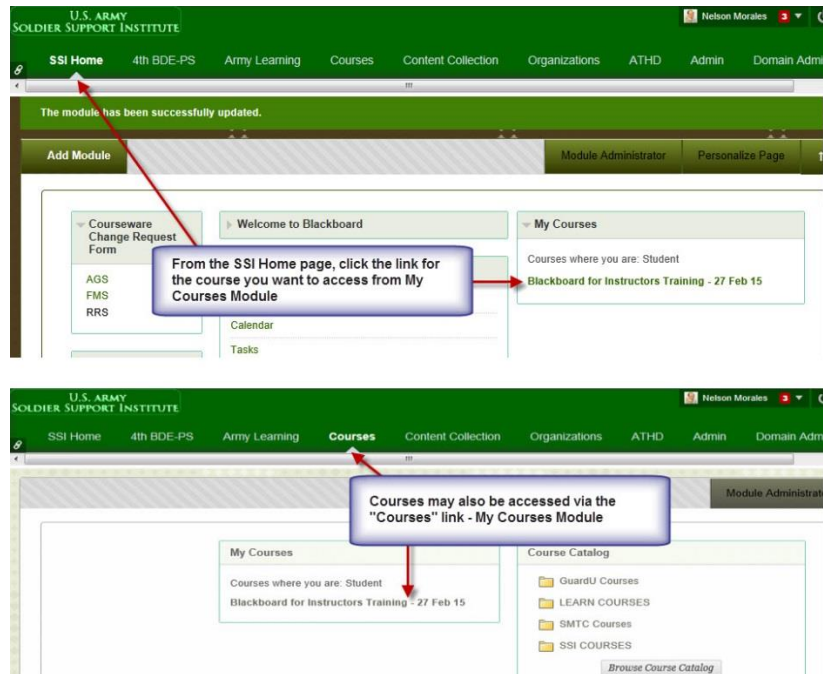


4. After logging into Bb ask students to check the upper left corner for the Soldier Support Institute logo and the upper right Menu Bar for their name. See samples below for correct and incorrect log in.



Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

5. After successful login click the proper course link listed under the “My Courses” Module. Wait for further instructions.



6. Students must ensure their browser (IE9) is not running in Compatibility View. Running Bb in Compatibility View causes various issues:

- Bb navigation banner will not show the links (SSI Home, Army Training, Courses, ATHD, etc.)
- Course menu will not display properly
- When taking a test, the test shows the first question only and does not allow students to move on to the next question

To turn off Compatibility View in Internet Explorer 9 when using Bb, use this quick method:

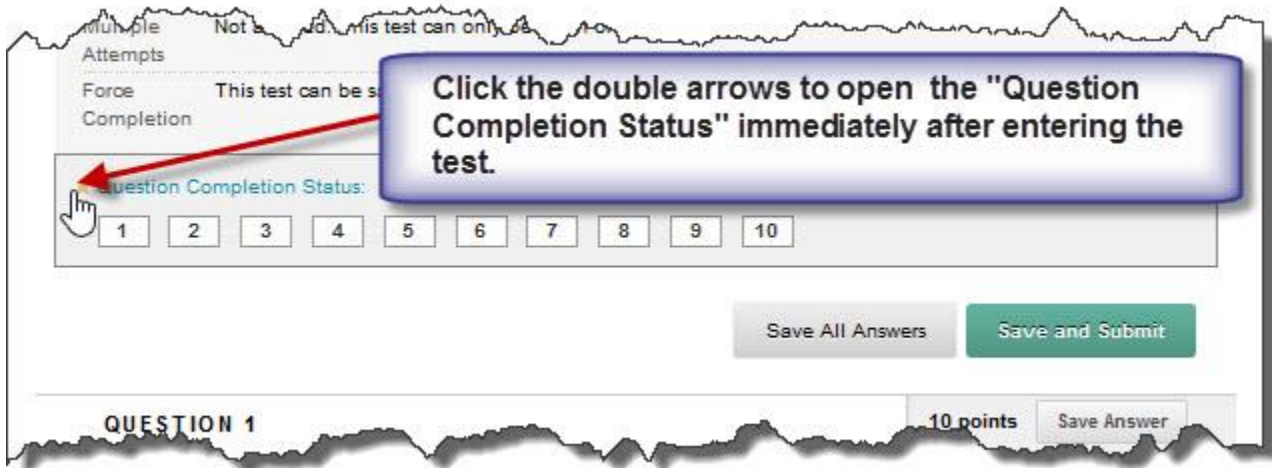
- Login to Bb and access your course
- Press the F12 key on the keyboard (a popup window will display)
- Select “Browser Mode”
- Change from Internet Explorer 9 Compatibility View to Inter Explorer 9

NOTE: If students encounter issues while taking a test that require them to exit the test or exit out of Bb completely, they must verify the Compatibility View again prior to re-entering the test.

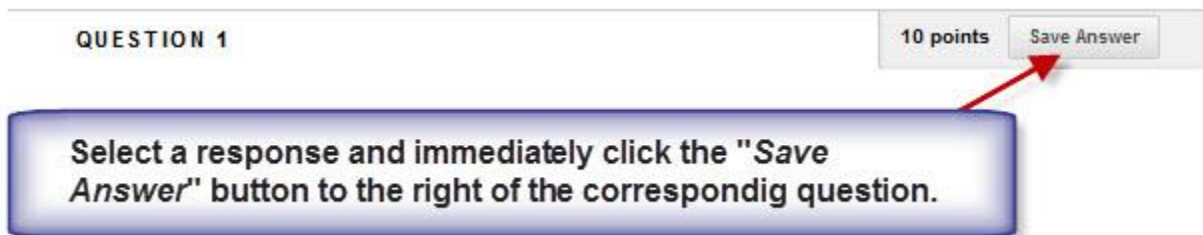
NOTE 2: If classroom computers are running Windows 10, then students must use Edge as the preferred browser to prevent the issues encountered when using IE8 or higher. There is no need to use Compatibility View when using Edge.

IV. Taking a Test:

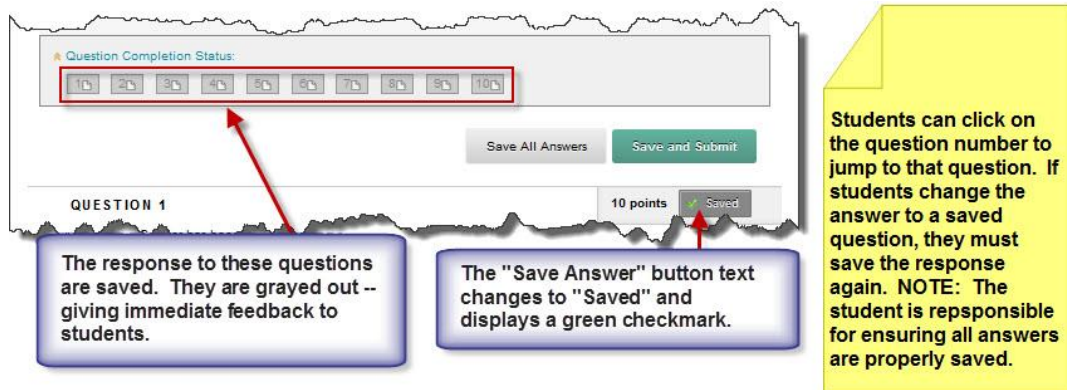
1. Immediately after entering a test, students must open the “Question Completion Status” and maintain it open through the duration of the test. This tool provides students immediate feedback that their responses are being properly saved. The “Question Completion Status” is also monitored by test proctors to detect possible connectivity issues between the student’s computer and Blackboard.



2. Save each answer using the “Save Answer” button to the right of the corresponding question.

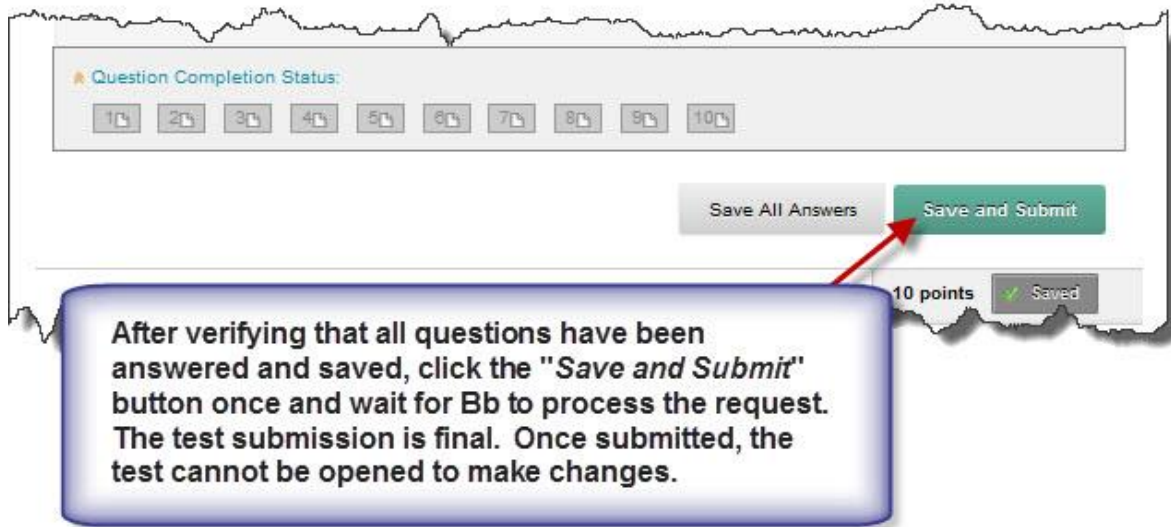


3. Students must click the “Save Answer” button only once and wait for Bb to process the request. If students do not see a green check mark, the response has not been saved.



Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

4. After verifying that all of your answers have been successfully saved, submit your test. The test submission is final and the test cannot be retrieved to make changes.



4. After the test submission Blackboard will display a “Test Submitted” screen containing the started time, submitted date and time, and how long the student spent taking the test. The student must click the “OK” button to view their score.

5. The student will see a “Review Test Submission” screen that contains information similar to the screen shown below. Upon test completion, student will only be allowed to see their test score.



Test Proctor Instructions for Students

- **DO NOT** cheat, cheating will result in disciplinary action.
- **DO NOT** copy, paste, and/or print any part of the test as this will result in disciplinary action.
- **DO NOT** use the computer to communicate with other students while testing.
- **DO NOT** have any items on your desk (e.g., food, cell phones, tablets, etc.), except for items needed to take the test.
- **DO NOT** use any material **NOT** listed in the instructions on your test.
- **DO NOT** discuss test content outside the testing area/classroom.
- **DO NOT** eat while testing.
- **CLEAR OUT** the browser history cache (**don't delete history, only cookies and temp internet files**) prior to starting the test.
- **ENSURE** you are logged in to the SSI Blackboard website and not the Army Learning Center Blackboard site (the upper left corner of Bb screen will read U.S. Army Soldier Support Institute).
- **READ** the test description and test instructions prior to starting the test.
- **ENSURE** to open the "Question Completion Status" tool immediately upon entering the test.
- **ENSURE** to click on the **SAVE** button (**to the right of the question**) after each question.
- **VERIFY** each saved response shows on the "Question Completion Status" bar as grayed out. If not, reselect a response and save answer.
- **ENSURE** to **SUBMIT** your test once you have completed the entire test.
- **RAISE** your hand immediately to notify the test proctor if you receive any system messages during testing, or if you notice that your responses are not being saved.
- **KEEP** your AIMS answer sheets covered with the cover sheet provided by the test proctor and turn in your AIMS answer sheets upon completion of the test (**ONLY FOR PAPER TESTS**).
- **TURN IN** computation scratch paper and worksheets prior to leaving the classroom.
- **LEAVE** the classroom upon completion of the test and wait in the designated area identified by the test proctor. Return to the classroom at the time identified by the test proctor.
- **NOTIFY** your instructor immediately if you can access any test after it has been completed and reviewed in class.

PREPARING THE COMPUTER BEFORE TAKING TESTS CHECKLIST

Test:

Proctor:

Date:

	YES	NO	REMARKS
<p>1. Did students clear their computer cache?</p> <p>Steps for Clearing the Cache:</p> <ul style="list-style-type: none"> - Open Internet Explorer (not Blackboard) - Press the Ctrl + Shift + Delete keys <ul style="list-style-type: none"> - If checked, uncheck the Preserve Favorites website data - Ensure, at a minimum, Temporary Internet Files and Cookies are checked - Click the Delete button - Do not close Internet Explorer move on to step 2 below 			
<p>2. Did students disabled Pop-up Blocker?</p> <p>Steps for Disabling Pop-up Blocker:</p> <ul style="list-style-type: none"> - Click Internet Explorer Tools menu option (if "Tools" is not available, right-click Internet Explorer header and select "Menu Bar") - Place the mouse pointer on "Pop-up Blocker" <ul style="list-style-type: none"> - If "Turn off Pop-up Blocker" is listed, click it - If "Turn on Pop-up Blocker" is listed, do nothing. <p>The computer is already setup to allow pop-up windows.</p> <ul style="list-style-type: none"> - Close Internet Explorer 			
<p>3. Did students remove Internet Explorer Compatibility View?</p> <p>Steps for Removing Compatibility View:</p> <ul style="list-style-type: none"> - Have students click Tools from the menu or the icon (or press Alt and X keys on the keyboard), and select Compatibility View settings. - If army.mil is listed under the "Websites you've added to Compatibility View:" field, select it and click the Remove button. <p>NOTE: If available, use Chrome or Firefox browsers for Bb. Use IE when "army.mil" requires compatibility view for legacy systems.</p>			

CHECKLIST FOR PERSON DEPLOYING THE TEST

Test:

Person Deploying

the test:

Date Test

Deployed:

YES NO REMARKS

1. Did you ensure students are taking the most current test available for that subject?			
2. Did you select the alternate event test version and not the same test version used on the previous class?			
3. Did you make available ONLY the test students are taking today?			
4. When deploying the test, did you: - Check the box for the option “Show test description to students before they begin the test”? - Check the box for the option “Show Instructions to students before they begin the test”? - Select “No” to ensure test link is not available? (if the person deploying the test is the test proctor; then select “Yes” to make link available) - Use a strong (complex) password? (eight or more alpha-numeric characters, to include at least two symbols, two numbers; two upper and two lower case letters, i.e. Z3t!9#iV) - Uncheck the “Score per Question” and ensure no other options are checked?			

Bb TEST PROCTOR CHECKLIST

Test:

Proctor:

Date:

BEFORE THE TEST			
	YES	NO	REMARKS
1. Did you ensure students cleared all items off of their desk prior to administering the test (e.g., food, cell phones, tablets, etc.)?			
2. Did you verify each student's identity? (Ask students to place their ID card on the desk. Test proctor verifies name on the ID against class roster).			
3. Did you display the "Test Proctor Instructions for Students" on overhead screen/monitor for students' view, prior to administering the test and read the test instructions to students?			
4. Did you ask students if they were physically and mentally able to take the test?			
5. Did you ensure students are logged into the SSI Blackboard website? (Students must use the SSI Blackboard icon on their computer desktop. Verify the upper left corner on Bb shows U.S. Army Soldier Support Institute).			
6. Did you make the test link available?			
7. Did you ensure students can open all test supplements and links prior to starting test?			
8. Did you inform students that you will only provide information concerning the administration of the test?			
9. Did you inform students that you will NOT answer questions concerning the content of the exam?			
10. Did you post on the whiteboard or classroom display monitor the test Start and End time?			
11. Did you submit a Blackboard Support Trouble Ticket for each issue encountered?			

Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

DURING THE TEST			
	YES	NO	REMARKS
1. Did you verify that students opened the Question Completion Status tool immediately upon entering the test?			
2. Did you monitor students' Question Completion Status?			
3. While monitoring students' Question Completion Status, did you:			
- Contact student immediately after detecting student's answers were not being properly saved by Bb?			
- Provide to student a piece of paper to write the unsaved responses?			
- Ask student to exit Bb then to log back in and access the test again?			
- Ask student to answer questions using the information copied on the piece of paper (or AIMS sheet, if applicable) and to verify responses are being properly saved?			
- Collect the piece of paper from student immediately after student entered unsaved responses?			
4. When administering paper tests, did you ensure students use cover sheets to cover their AIMS answer sheets during testing? NOTE: AIMS answer sheets will be used only for paper tests.			
5. Did you perform Test Proctoring duty in a professional manner? (Periodically walked around the classroom, did not read books or surf the internet, did not leave the classroom or leave students unattended, etc.)			
6. Did you walk around the classroom in order to have a clear view of computer monitor and to ensure students are not communicating with one another during testing? (SoftLink software may be used to assist you with test proctoring).			
7. Did you ensure students only used approved references and tools needed for the test?			
8. Did you announce to the class every 30 minutes the amount of time remaining on the test, then again at 15 minutes and at 1 minute?			
9. Did you submit a Blackboard Support Trouble Ticket for each issue encountered?			

Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

AFTER THE TEST			
	YES	NO	REMARKS
1. Did you make test in Blackboard unavailable <u>immediately</u> after the first student submitted his/her test?			
2. Did you account for all AIMS answer sheets? (Only for paper tests)			
3. At the end of the testing session, did you collect from students all scratch paper used for computations, worksheets, etc.?			
4. After students submitted their test, did you verify scores were posted to the Grade Center prior to students leaving the classroom?			
5. For essay questions, if students used Notepad/Word, was the file permanently deleted? (Press the Shift key while right-clicking the file and select Delete).			
6. Did you verify students logged out of Bb upon completion of the test?			
7. Did students leave the classroom after completion of test?			

Annex B: Job Aid 02 – Administration and Proctoring of Electronic Tests

TEST REVIEW SESSION			
	YES	NO	REMARKS
1. Did you post to the Grade Center grades in need of grading (i.e. essay questions) prior to test review session?			
2. While students were out on break after the test, did you open the Attempts Statistics for the administered test and reviewed it to prepare yourself for the test review session?			
3. Did you ensure students screen were blanked out, if SoftLink software was available, when students returned to class for test review?			
If SoftLink was not available, did you ensure students did not access computers until they were told to do so?			
4. Prior to test review, did you confirm that only students who just completed the test are the only students in the classroom for review?			
5. Before the test review, did students remove all material (e.g., books, pencils, paper, cell phones, tablets, etc.) from desks to ensure that no comments or answers are recorded?			
6. Did you give a form to each student showing them only the question number for each question they missed?			
7. Did you only review questions missed by students?			
NOTE: Spend no more than 1 to 2 minutes in discussion per question missed.			
8. Did you capture any learner(s) comments that might indicate the need for test/instructional improvement?			
NOTE: Provide comments to training developer.			
INSTRUCTOR CHECKLIST			
	YES	NO	REMARKS
1. Did you download the Full Grade Center after each test and after all grades were posted, and was the file stored on a shared drive?			

15. ANNEX C: JOB AID 03 – USER MANAGEMENT QUICK GUIDE FOR INSTRUCTORS



**Job Aid
(JA-03)**

**User Management Quick Guide
for
Instructors**

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1. PURPOSE:

This guide establishes the business processes for managing users of your course via the Users and Groups option of the Control Panel. This Quick Guide provides information to assist instructors in enrolling a single student, batch creating users, removing users from a course, and managing groups.

2. USERS AND GROUPS:

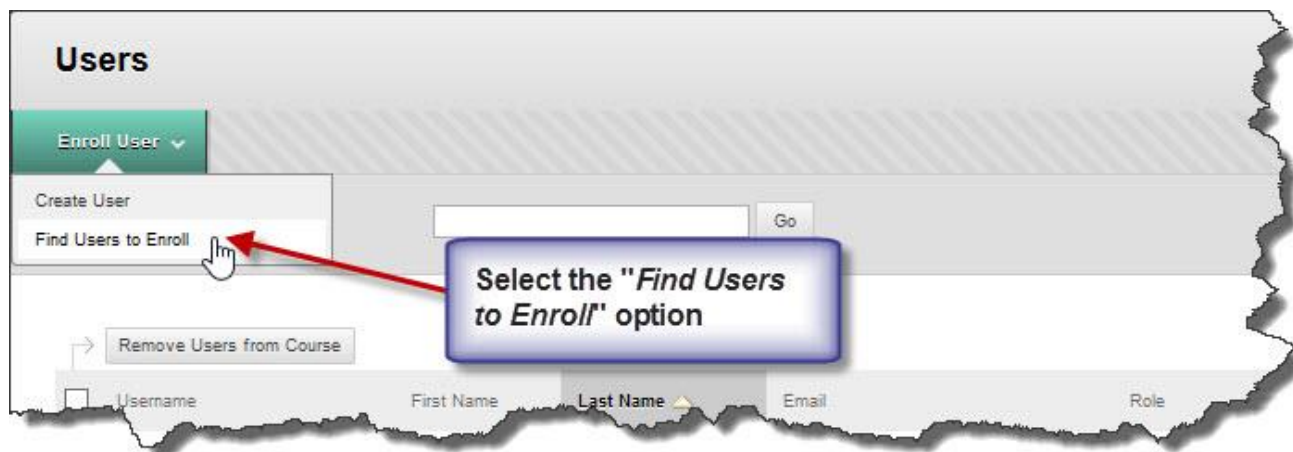
All user management is performed using the Users option under the Users and Groups menu item in the Control Panel (see graphics below). The Users option allows instructors to view all users in the course, enroll a single user, remove users from the course, batch create (enroll) users, and manage groups.



a. **Enroll User:** Instructors can enroll their students either individually or through batch enrollment. To be able to enroll a single student in your course you must first ask the student to login to the SSI Blackboard (Bb) domain at <https://ssi.elic.learn.army.mil>. If students have never logged into SSI Bb and you try to enroll a student, Bb will display a message stating that the user does not exist. Batch enrollment does not require students to login to Bb. Batch enrollment process is discussed in paragraph b. To enroll a single user, do the following:

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

(1) Click or hover the mouse over the “Enroll User” button and select the “Find Users to Enroll” option as shown below.



A screen similar to the one shown below will be displayed.

- If you know the student's AKO user ID and you know that the student has previously accessed Bb, you may type the student's user name directly in the "Username" field. Multiple names may be entered but they must be separated by a comma with no spaces between names and commas; i.e. john.doe,mary.jane,john.doe.

The screenshot shows a web form titled "Add Enrollments: 805_Bb-TRNG_2015_005_00_N". Below the title is a paragraph of text: "Users that have an existing account in the system can be enrolled in the Course. Click **Browse** to search for users. Only users that are not already enrolled in the Course will be identified in a search for users. [More Help](#)".

Below the text is a section titled "ENROLL USERS". It contains the following fields and controls:

- A text input field for "Username" with the value "nelson.morales1". A red arrow points from a callout box to this field.
- A "Browse..." button next to the Username field.
- A "Role" dropdown menu with "Student" selected. A red arrow points from a callout box to this field.
- An "Enrollment Availability" section with two radio buttons: "Yes" (selected) and "No". A red arrow points from a callout box to this section.
- At the bottom right, there are two "Cancel" and "Submit" buttons. A red arrow points from a callout box to the top "Submit" button.

Three callout boxes provide instructions:

1. Enter student's AKO user id. if the student's user id is not known, follow the steps on the next graphics
2. Verify the "Role" and "Enrollment Availability" are set correctly
3. Submit the enrollment

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

- If you do not know the student's AKO user ID search it in the Bb database. The preferred method is to search the student by his/her last name.

ENROLL USERS

Enter one or more Usernames. Separate multiple Usernames with commas. Click **Browse** to search.

Username **Browse...**

Role

Enrollment Availability ☒ Yes ☐ No

Click **Submit** to proceed. Click **Cancel** to go back.

Annotations:

- Leave blank**: Points to the Username input field.
- 1. Click the "Browse..." button**: Points to the Browse... button.
- Ensure the proper role and enrollment availability is selected**: Points to the Role dropdown (Student) and the Yes radio button.

- After clicking the "Browse" button as shown on the graphics above, a pop-up window similar to the graphics shown below will be displayed. Here you will enter the pertinent information to do the search and select the student from the displayed list. Verify that the correct user was found, especially if the user ID contains a number at the end such as fredrick.surls1, fredrick.surls2, etc. If multiple users are displayed, ensure you select the correct student and submit your enrollment request.

Users

Search **Go** **Options** **User Info**

<input checked="" type="checkbox"/>	Status	First Name	Last Name	Username	Email
<input checked="" type="checkbox"/>		Fredrick	Surls	fredrick.surls	fredrick.surls@...

Displaying 1 to 1 of 1 items | Show All

Annotations:

- 2. Select "Last Name" and "Equals to" from the drop down list and enter student's last name**: Points to the Search dropdowns and the text input field.
- 3. Click the "Go" button to initiate the search**: Points to the Go button.
- NOTE: After clicking the "Go" button, the search result will be displayed in this area.**: Points to the table containing the search results.
- 4. Select the student to enroll from the list**: Points to the checkbox in the first row of the table.
- 5. Click the "Submit" button**: Points to the Submit button.

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

- The student's AKO user ID is populated in the Username field after doing Step 5 on the graphics shown above. **NOTE: If you enter the Username first and do a search afterwards, the Username field will show duplicate entries.**

** Indicates a required field.*

ENROLL USERS

Enter one or more Usernames. Separate multiple Usernames with commas. Click Browse to search.

* Username: fredrick.surls

Role: Student

Enrollment Availability: ☒ Yes ☐ No

Click Submit to proceed. Click Cancel to go back.

The student's Username selected from the search result is entered in this field

6. Click one the "Submit" buttons to submit the student's enrollment request

- If enrollment is successful, a screen similar to the one shown below will be displayed.

Success: Enrollment added for user: fredrick.surls

Users

Search: Username Not blank

<input type="checkbox"/>	Username	First Name	Last Name	Email	Role	Observer	Available
<input type="checkbox"/>	j.j.barner	Jacob	Barner	jacob.barner@us.army.mil	Student		Yes
<input type="checkbox"/>	albert.m.bedwell	Albert	Bedwell	albert.m.bedwell@us.army.mil	Student		Yes
<input type="checkbox"/>	luis.a.bustamante	Luis	Bustamante	luis.a.bustamante@us.army.mil	Student		Yes
<input type="checkbox"/>	thomas.j.fox	Thomas	Fox	thomas.j.fox@us.army.mil	Student		Yes
<input type="checkbox"/>	dustin.michael.hall	Dustin	Hall	dustin.michael.hall@us.army.mil	Student		Yes
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>							
<input type="checkbox"/>	stephen.northrop	Stephen	Northrop	stephen.northrop@us.army.mil	Student		Yes
<input type="checkbox"/>	fredrick.surls	Fredrick	Surls	fredrick.surls@us.army.mil	Student		Yes
<input type="checkbox"/>	william.h.webb1	William	Webb	william.h.webb1@us.army.mil	Student		Yes

Displaying 1 to 13 of 13 items

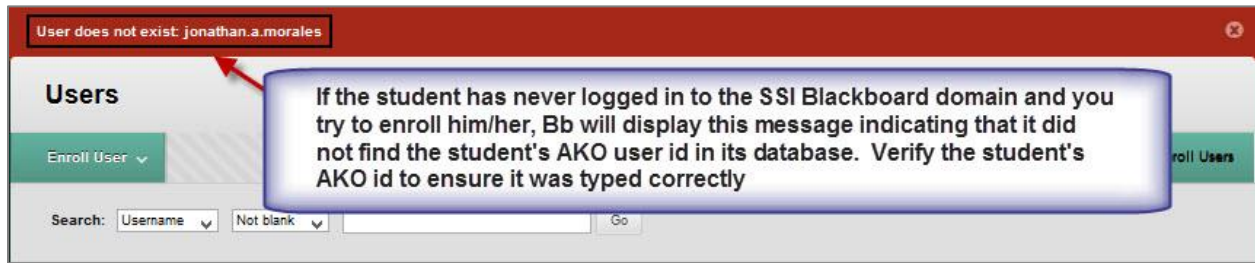
This message shows that the student was successfully enrolled in the course

7. Click the "X" to close the "Success" message

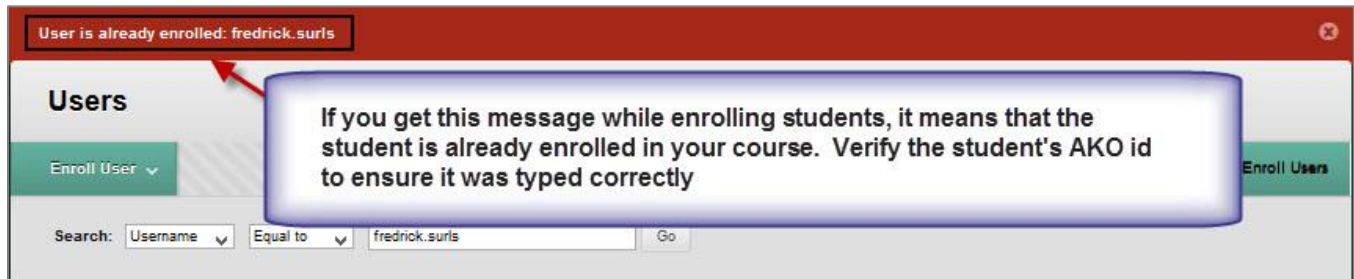
Student now shows in the class roster. If student cannot see the course after you have made it available, ensure that you have enrolled the correct student. Ask student to logon to AKO using his/her username and password. If student was able to logon to AKO, verify that the username used is the same as the one shown on the roster. NOTE: If the "Available" column shows "No", students cannot access the course.

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

(2) If the student has never logged-in to Bb a screen similar to the example shown below will be displayed. Verify the student's AKO ID to ensure you typed it correctly.



(3) A message similar to the example shown below will be displayed if you try to enroll a student who is already enrolled. Verify the student's AKO ID to ensure you typed it correctly.



b. **Batch Create Users:** Instead of enrolling each student one at the time, an easier way to enroll your students all at once is by doing a batch enrollment. To do a batch enrollment use the template found at <https://ssi.ellc.learn.army.mil/bbcswebdav/institution/SSI%20Institution/Blackboard/Batch%20Enrollment%20Template%20with%20Instructions.xlsx>. This template contains instructions on how to fill it out. You may download this template and save it to your computer for future use.

(1) Fill out the template with students' information as shown in the example below.

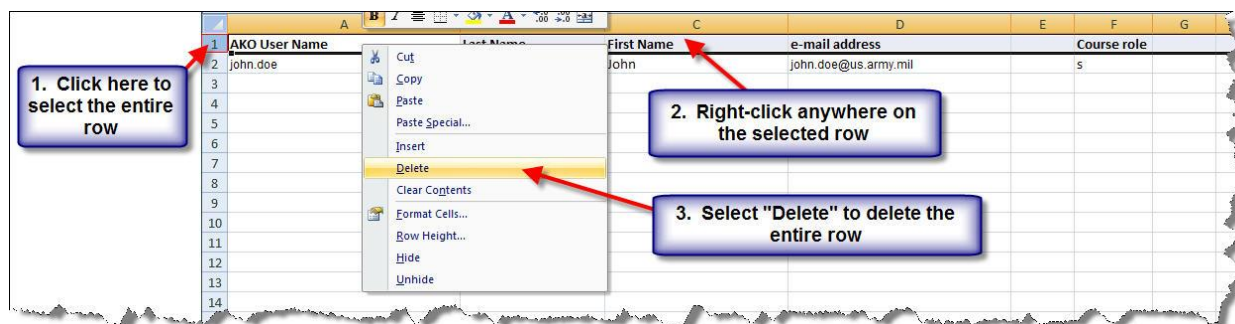
	A	B	C	D	E	F	G	H
1	AKO User Name	Last Name	First Name	e-mail address		Course role		
2	john.doe	Doe	John	john.doe@us.army.mil		s		
3								
4								
5								
6								
7								
8								
9								
10								
11								

Annotations:

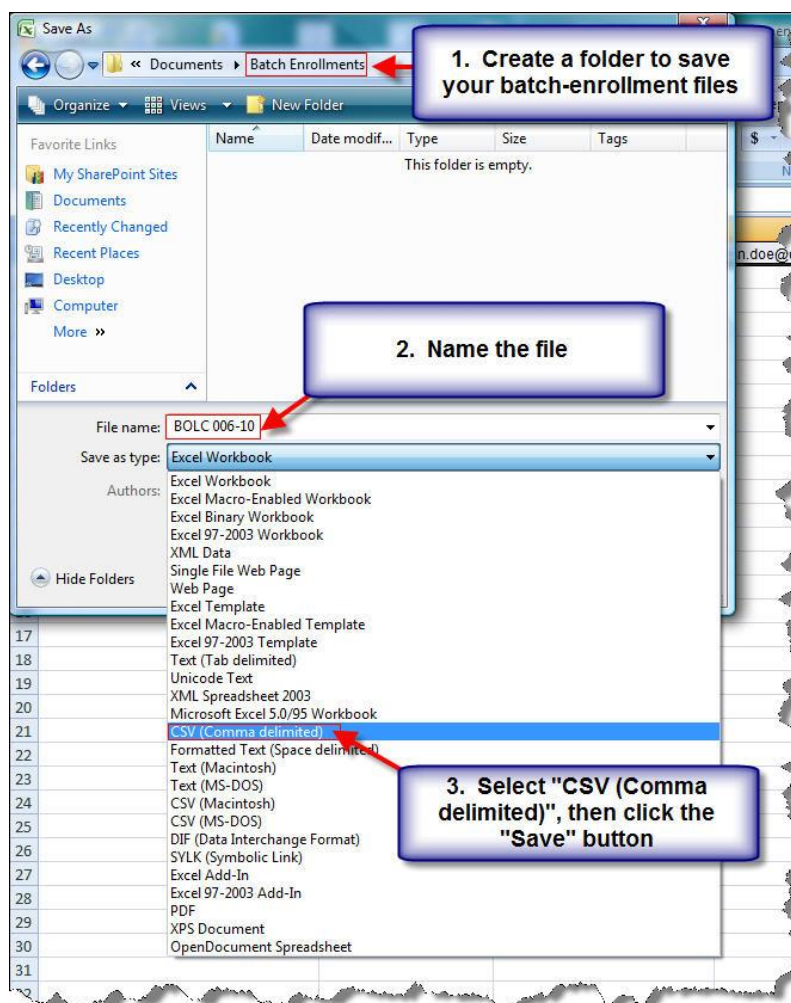
- List students AKO user id (points to A2)
- Last name (points to B2)
- First name (points to C2)
- AKO e-mail (points to D2)
- Leave blank - Don't delete (points to E2)
- 2. Last name (points to F2)

(2) Delete the header row (row #1). Ensure the entire row is deleted by clicking the number "1" on the far left. Do not click and drag to select the row's content because you will only delete the content and not the row. You'll know that you have done it correctly when the student information shifts to the first row.

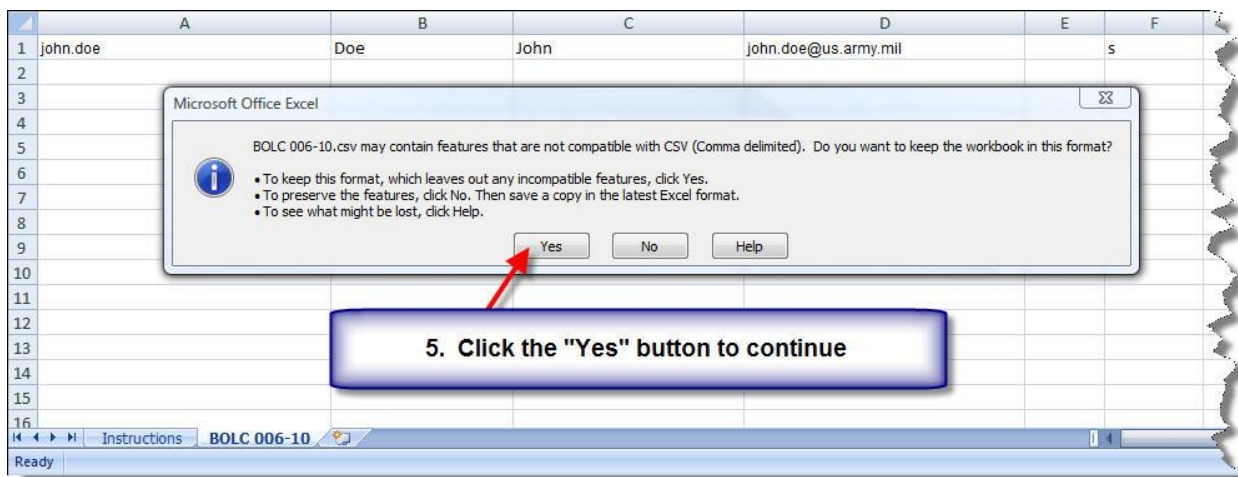
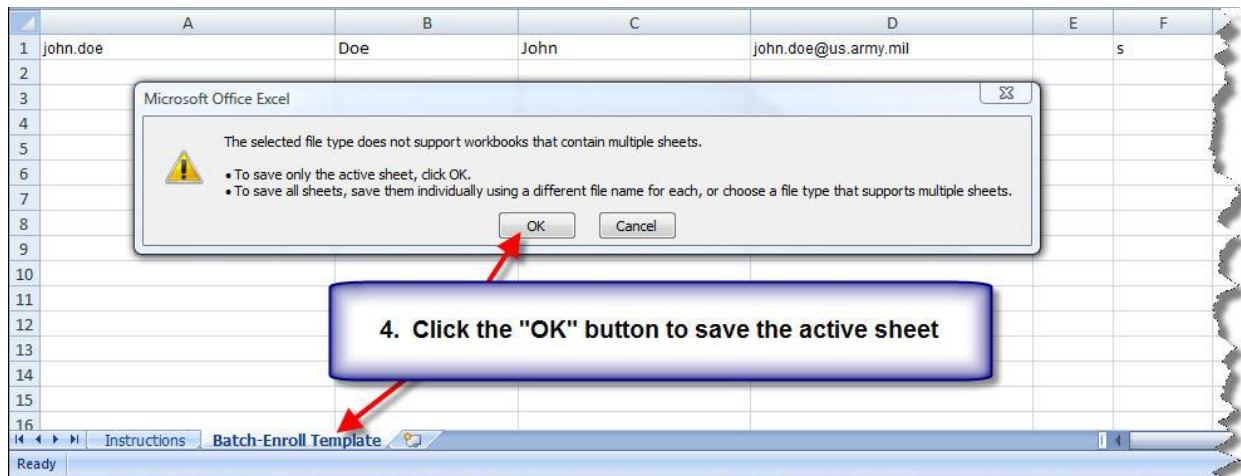
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(3) The next step is to save the file as a "CSV (Comma delimited)" file type. Bb will not import content if the file is saved as an Excel file. See the next three examples below.

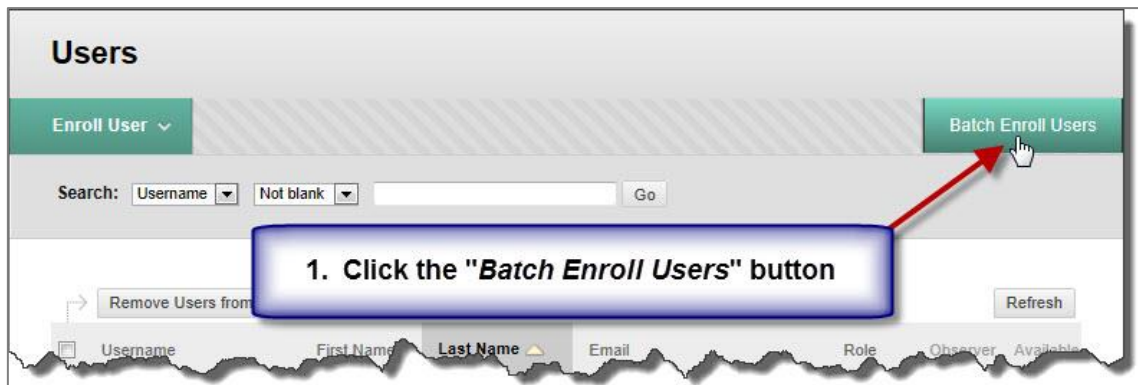


Annex C: Job Aid 03 – User Management Quick Guide for Instructors



(4) The final step is to upload the csv file to Bb.

- First, click the "Batch Enroll Users" button from the Users option as shown in the example below.



Annex C: Job Aid 03 – User Management Quick Guide for Instructors

- Next, find the csv file. Ensure you select the “Comma” file delimiter type to prevent errors while uploading the csv file.

Batch Enroll Users

*Batch Enroll Users will add users to the Course and assign them a Course role. Users that do not exist in the system will be created in the system and added to the Course. User data is defined in a batch file that must be created outside the system. Common creation tools are text editors and Microsoft Excel. Browse or enter the path to a batch file, select the Delimiter, and click **Submit** to process the batch file and enroll users. [More Help](#)*

* Indicates a required field.

FILE UPLOAD

Click **Browse** to select the file to upload. Then select the delimiter that separates the data.

* File Location **Remove**

Delimiter Type ☐ Automatic ☒ Comma ☐ Tab ☐ Colon

2. Click the "Browse..." button and find the csv file. Once selected, the "File Location" field will display the file name and the Browse button text changes to "Remove"

3. Select "Comma" for the Delimiter Type

4. Click one of the "Submit" buttons to proceed

Cancel **Submit**

Cancel **Submit**

- After the uploaded file is successfully processed you will be able to see who was/was not enrolled and if there were any errors identified.

Batch Enroll Users

*Review the results of your operation below and click **OK**.*

The following rows had errors in them:

Line: 1 Message: Error. Invalid role: Course role Please use one of "B" for Course Builder, "G" for Grader, "INSTRUCTOR_LEADER_RESTRICTED_SMTc" for Restricted Instructor - SMTc, "P" for Instructor, "S" for Student, "T" for Teaching Assistant, "TCO_RESTRICTED" for TCO - RESTRICTED, "TEACHING_ASSISTANT_RESTRICTED_MCoE" for Restricted Teaching Assistant - MCoE

AKO User Name, Last Name, First Name, e-mail address, null, Course role

Line: 3 Message: Error. fredrick.surls already exists in the system. This information must have a unique value. This variation fredrick.surls1 is unique.

fredrick.surls, Surls, Fredrick, fredrick.surls@us.army.mil, , s

The following rows were successfully processed:

Line: 2 Message: john.doe was found in system and enrolled as Student (Available)

In this example there were errors detected during the enrollment process:

- Line 1 of the batch enrollment template had an error. The instructor did not delete the header row on the spreadsheet prior to converting it to a csv file.
- Line 3 did not process because that student is currently enrolled. Verify that the student information is correct. **DO NOT** use the user id recommended by Blackboard.
- Line 2 processed correctly. The student was successfully enrolled.

5. Click the "OK" button to continue and exit the Batch Enroll Users window

← OK

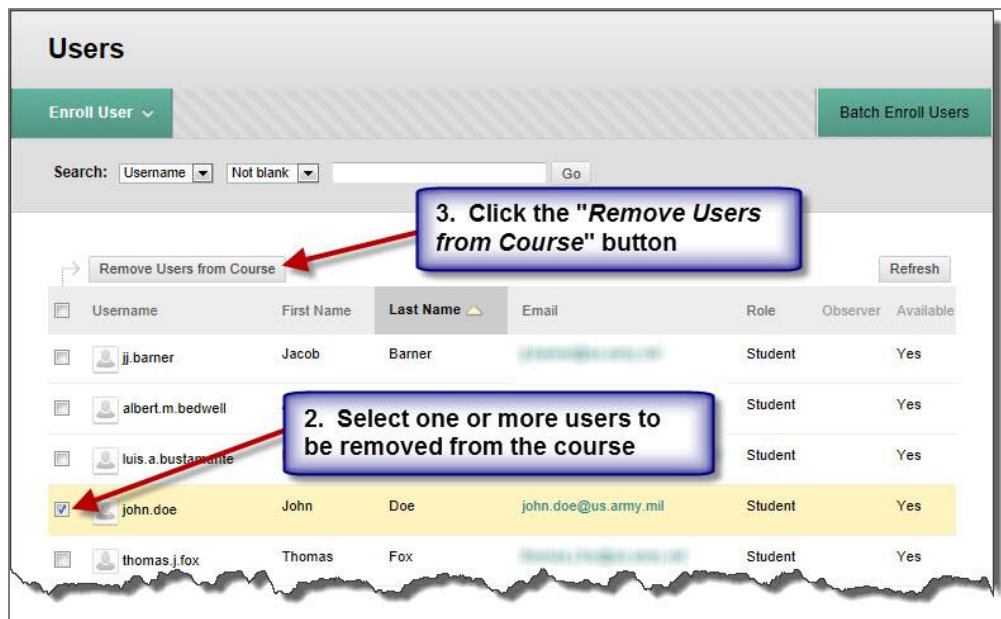
Annex C: Job Aid 03 – User Management Quick Guide for Instructors

c. **Remove Users from Course:** Use this option to remove those individuals who should have not been enrolled in the course either because the wrong person was enrolled or the correct person was enrolled but the individual did not show up when the course started.

(1) The first step is to access the enrollment list. Select the “Users” option from the Control Panel as shown below.

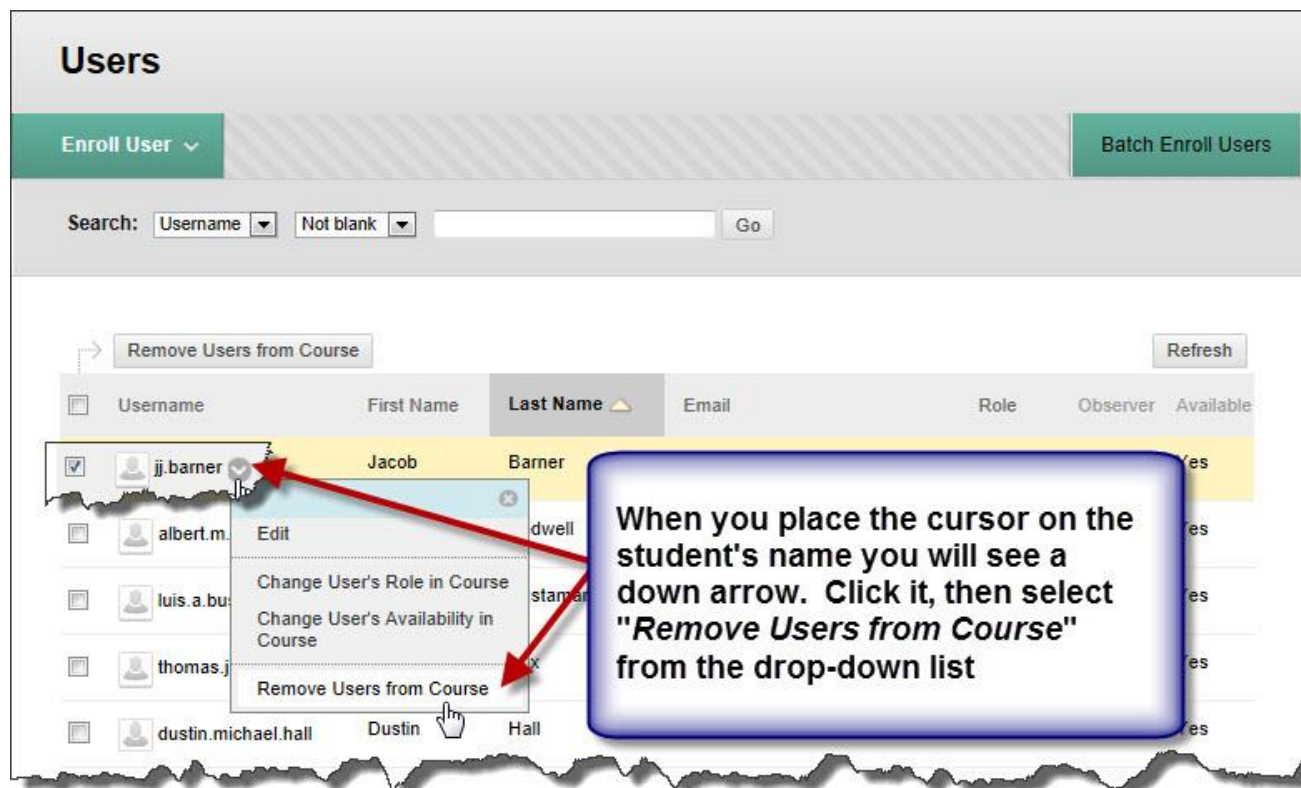


(2) From the list of located users select the student(s) you want to remove from the course; then click the “Remove Users from Course” button. **NOTE: This option allows you to remove multiple individuals at the same time.**

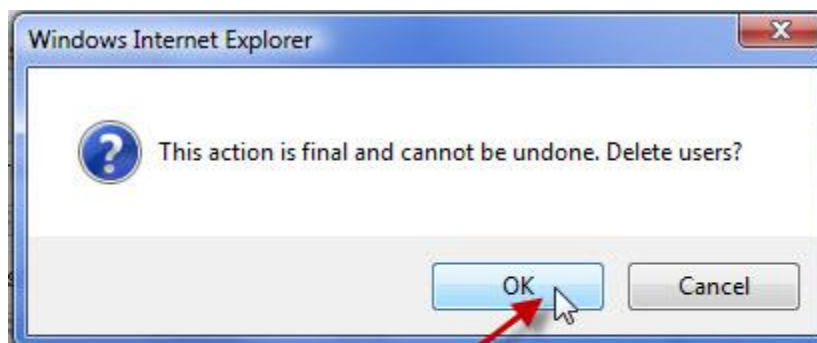


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The option shown below allows you to remove one individual at the time



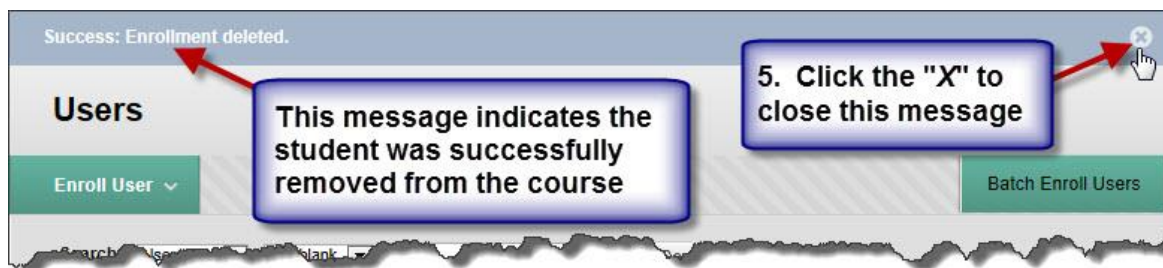
(3) You will see a popup window similar to the one shown below. Click the "OK" button to continue.



4. Click the "OK" button to complete the removal of users from the course

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

(4) If the student was successfully removed from the course, a screen similar to the one shown below will be displayed. To exit this window, click the “X” as shown below.



d. **Change User's Availability in Course:** This option allows instructors to maintain students enrolled in a course, but restrict them from accessing the course's content when they are dropped or recycled. To change user's availability in a course, follow these steps:

(1) Select “Users” from the Users and Groups menu in the Control Panel. You will see a list of all users enrolled in the course.



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(2) Select the student and change the course availability to “No”.

The screenshot shows the 'Users' management page. At the top, there are buttons for 'Enroll User' and 'Batch Enroll Users'. Below them is a search bar with 'Username' and 'Not blank' dropdowns, a text input field, and a 'Go' button. A yellow callout box points to the 'Available' column, stating: 'Notice that the course and all of its content is available to the student'. The main table lists users with columns: Username, First Name, Last Name, Email, Role, Observer, and Available. The user 'jj.barner' is selected, and a context menu is open over their name. A blue callout box points to the 'Change User's Availability in Course' option in the menu, stating: '2. When you place the cursor on the student's name you will see a down arrow. Click it, then select "Change User's Availability in Course" from the drop-down list'. The 'Available' column shows 'Yes' for all listed users.

Username	First Name	Last Name	Email	Role	Observer	Available
jj.barner	Albert	Bedwell				Yes
luis.a.bustamante						Yes
thomas.j.fox						Yes
dustin.michael.h						Yes
tobias.henry	Tobias	Henry				Yes

The screenshot shows the 'Change User's Availability in Course' dialog box. It has a title bar and two buttons at the top: 'Cancel' and 'Submit'. Below the title bar is a section titled 'ROLE AND AVAILABILITY'. Under 'Role', there is a list of roles with radio buttons: Course Builder, Grader, Restricted Instructor - SMTC, Instructor, Student (selected), Teaching Assistant, TCO - RESTRICTED, Restricted Teaching Assistant - MCoE, and Guest. Under 'Available (this course only)', there is a dropdown menu currently set to 'No'. A blue callout box points to the 'No' dropdown, stating: '3. Change the availability to "No" to prevent users enrolled in the course from accessing the course'. At the bottom right, there are two 'Submit' buttons, one above the other, with 'Cancel' buttons next to them. A blue callout box points to the top 'Submit' button, stating: '4. Click one the "Submit" buttons to proceed'.

Change User's Availability in Course

Cancel Submit

ROLE AND AVAILABILITY

Role

- ☐ Course Builder
- ☐ Grader
- ☐ Restricted Instructor - SMTC
- ☐ Instructor
- ☒ Student
- ☐ Teaching Assistant
- ☐ TCO - RESTRICTED
- ☐ Restricted Teaching Assistant - MCoE
- ☐ Guest

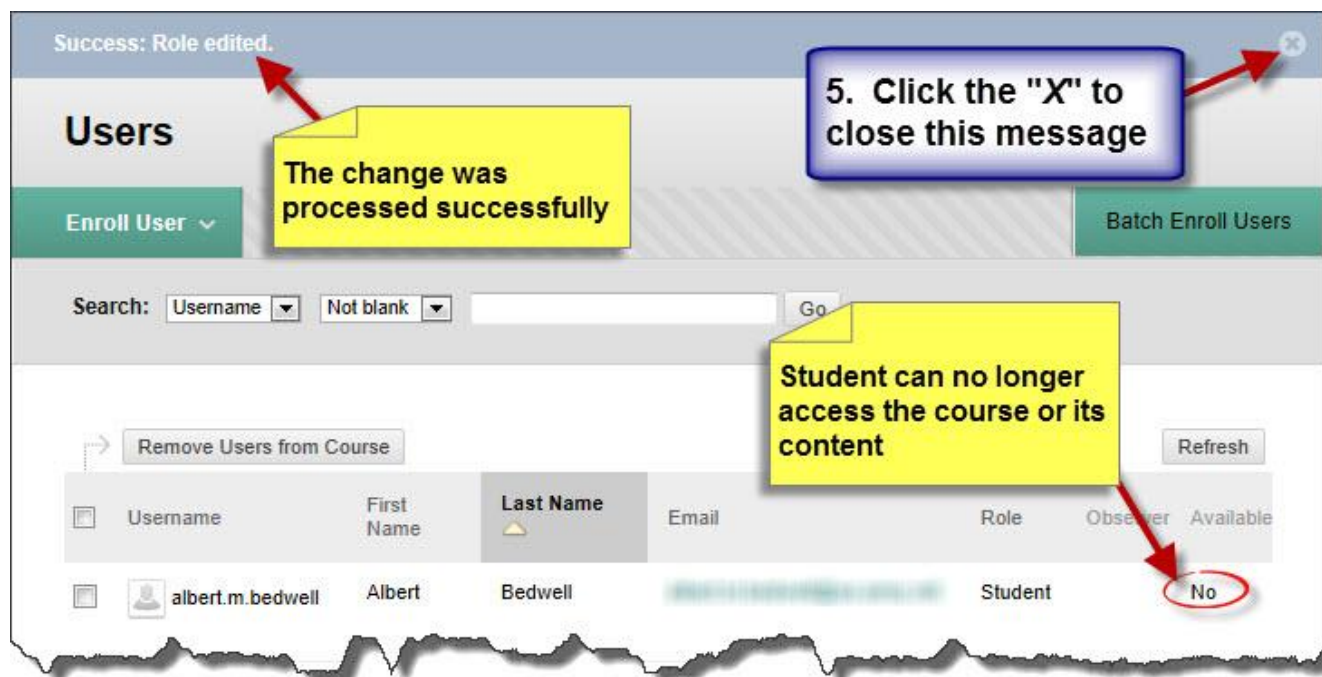
Available (this course only)

Click Submit to proceed. Click Cancel to go back

Cancel Submit

Cancel Submit

(3) Once the request is successfully processed, a window similar to the graphics shown below will be displayed. Notice that the course and its content are not available to the student but the student remains enrolled in the course. Disenrolling the student instead of making the content not available will remove all students' records, to include grades. **NOTE: If instructors cannot perform this action, send request to the respective course administrator.**



e. **Manage Groups:** A group is a subset of students enrolled in a Blackboard course. Instructors may create a single group or a group set, where group members can privately discuss projects, share files, and send e-mail. There is no limit to the number of groups that can be created in a Bb course. Instructors have complete control over the number of groups, and the students who go into each group. Reasons for creating groups include:

- Breakout discussion groups in large classes
- Easy, private communication regarding group projects

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

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

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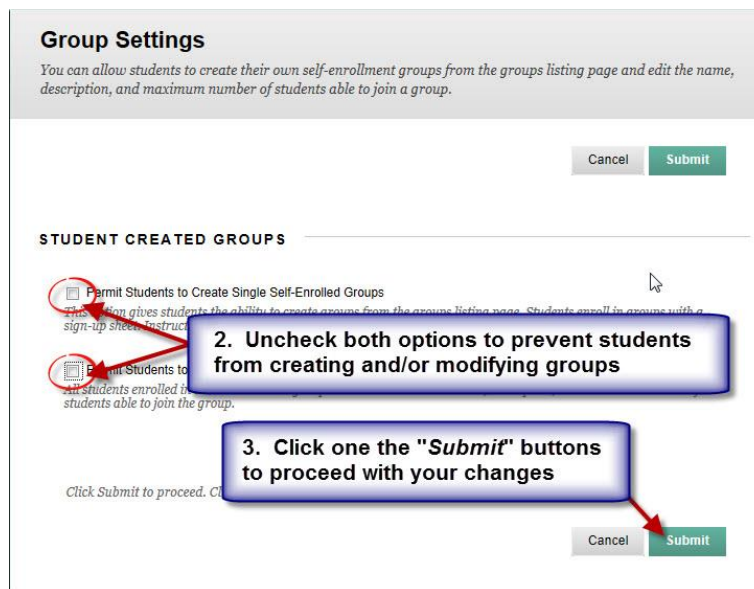
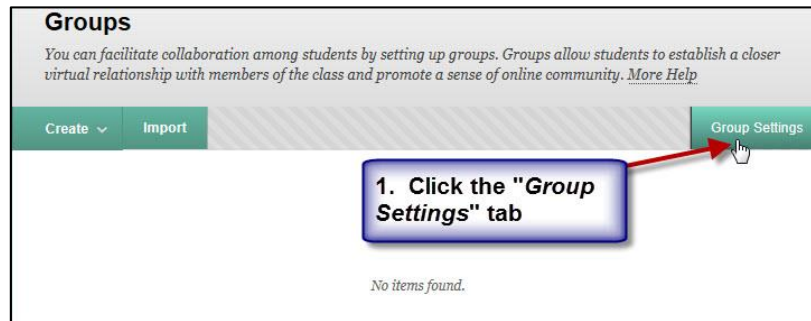
- **Discussion Board:** Users within the group can create and manage their own forums.
- **Email:** Users within the group can email individual members or the entire group.
- **File Exchange:** Group members and the instructor can share files in this area. All members, as well as the instructor, can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

(1) Access the “Groups” option from the Control Panel Users and Groups link as shown below.

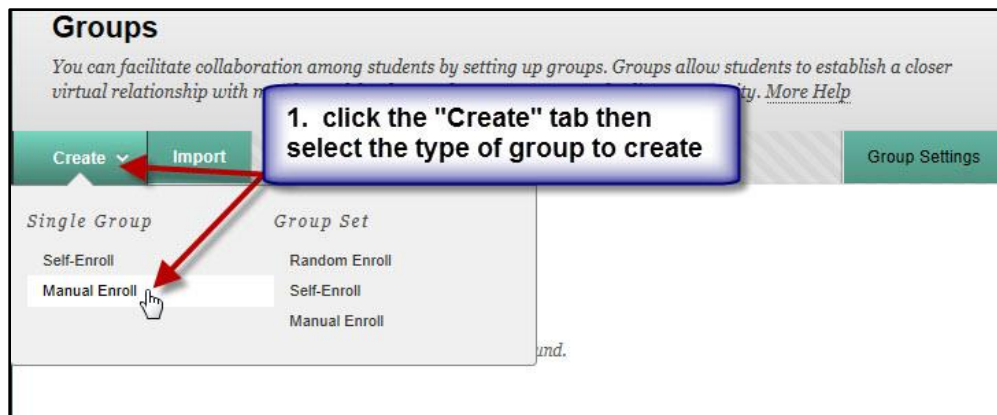


Annex C: Job Aid 03 – User Management Quick Guide for Instructors

(2) **Group Settings:** The first step is modify the default Group Settings. Group Settings provide the instructor with the options of allowing students to create their own self-enrollment group from the Groups page and allowing students to edit the name, description, and maximum number of students able to join the group. By default, the settings are set to “Permit Students to Create a Single Self-Enrolled Groups” and “Permit Students to Edit Student Created Group.” If instructors do not want to allow students to modify groups, these two options must be turned off as shown on the graphics below.



(3) **Creating Groups:** There are two options for creating groups – Single Group and Group Set. Both groups allow students to self-enroll or instructor manually enroll students. Group Set also provides the option to random enroll students. In the example below we will show you how to create a single group and manually enroll students.



Creating groups requires entering and/or selecting group options in the following sections:

- Group Information
- Tool Availability
- Module Personalization Setting
- Group Options
- Membership.

Group Information:

The screenshot shows the 'Create Group' form with a header that says 'You can create formal groups of students to collaborate on work. More Help'. Below the header are 'Cancel' and 'Submit' buttons. A red asterisk indicates a required field. The form is divided into sections: 'GROUP INFORMATION', 'Description', and 'Path'. The 'GROUP INFORMATION' section has a 'Name' field with the value 'Alpha Team'. A red arrow points from a callout box to the 'Name' field. The callout box contains the text: '2. Enter the team name and optional group description'. The 'Description' field has a rich text editor with various formatting options. A red arrow points from a callout box to the 'Description' field. The callout box contains the text: 'Ensure the group is visible to students'. The 'Path' field is empty. At the bottom, there is a checkbox labeled 'Group is visible to students' with 'No' and 'Yes' radio buttons. The 'Yes' radio button is selected.


Tool Availability:

TOOL AVAILABILITY

☒ Blogs

☐ No grading

☒ Grade: Points possible: 10

☒ Show participants in "needs grading" status  after every 1 Entries

Name	Type	Date Last Edited	Show Rubric to Students
------	------	------------------	-------------------------

☐ Calendar

☒ Discussion Board

☐ Allow any group members to create forums.

☒ Do not allow student group members to create forums.

☒ Email

☒ File Exchange

☒ Journals

☒ No grading

☐ Grade: Points possible:

☐ Tasks

☒ Wikis

☒ No grading

☐ Grade: Points possible:

3. Unselect tools you do not want group members to have

Determine if you will be grading blogs, journals or wikis. If you are, enter maximum points to be awarded and the frequency you will be grading student's participation. Click the "Add Rubric" button to grade participation using a Rubric.

Module Personalization Setting:

MODULE PERSONALIZATION SETTING

Allow individual group members to personalize group ~~modules~~

☐ Allow Personalization

Uncheck this option to prevent students from customizing the group page

Group Options:

GROUP OPTIONS

☐ Create smart view for this group

If this option is checked, Bb creates a "smart view" to allow you view only those members of a specific group in the Grade Center

Smart Views are accessed via the Grade Center. Click the "Manage" tab on the Grade Center and select "Smart Views" from the contextual menu.

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

Membership: Add Users to Group: The next step is to add users to the group by clicking the “Add Users” button, then you have to select only the individuals being assigned to the group. See the examples shown below.

MEMBERSHIP

No users have been added.

4. Click the "Add Users" button. (A window listing all students will pop-up. [see graphics below])

Click Submit to proceed. Click Cancel to go back.

Add Users

Search: ☐ Show all users regardless of role

<input type="checkbox"/>	Username	First Name	Last Name	Role
<input checked="" type="checkbox"/>	dustin.michael.hall	Dustin	Hall	Student
<input checked="" type="checkbox"/>	luis.a.bustamante	Luis	Bustamante	Student
<input checked="" type="checkbox"/>	emily.j.lucic	Emily	Lucic	Student
<input checked="" type="checkbox"/>	tobias.henry	Tobias	Henry	Student
<input checked="" type="checkbox"/>	albert.m.bedwell		Bedwell	Student
<input type="checkbox"/>	donald.l.herring		Herring	Student
<input type="checkbox"/>	william.h.webb1	William	Webb	Student
<input type="checkbox"/>	thomas.j.fox	Thomas	Fox	Student
<input type="checkbox"/>	ryan.c.hurley	Ryan	Hurley	Student
<input type="checkbox"/>	stephen.northrop	Stephen	Northrop	Student

Displaying 1 to 10 of 10 items

5. Select only those students to be added to a specific group.

Blackboard displays student selection count.

5

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

MEMBERSHIP

Add Users Remove All Users

Added selected users to group.

Selected students were successfully added to the group

6. Click the "X" to close this message

Username	First Name	Last Name	Role	
dustin.m...				X
luis.a.b...		Bustamante	Student	X
emily.j.lucic	Emily	Lucic	Student	X
tobias.henry	Tobias	Henry	Student	X
albert.m.bedwell	Albert	Bedwell	Student	X

Click Submit to proceed. Click Cancel to go back.

7. Click the "Submit" button to proceed

Cancel Submit

The graphics below depicts the group that was created. Repeat the steps above to create additional groups.

Success: Alpha Team Group Created

Groups

You can facilitate collaboration among students by setting up groups. Groups allow students to establish a closer virtual relationship with members of the class and promote a sense of online community. [More Help](#)

Create Import Export Group Settings

Bulk Actions View Options

Name	Group Set	Enrolled Members	Self-Enroll	Available
Alpha Team	-	5	No	Yes

Bulk Actions View Options

Displaying 1 to 1 of 1 items Show All Edit Paging...

The group was created successfully

8. Click the "X" to close this message

Groups

You can facilitate collaboration among students by setting up groups. Groups allow students to establish a closer virtual relationship with members of the class and promote a sense of online community. [More Help](#)

Create Import Export Group Settings

Bulk Actions View Options

Name	Group Set	Enrolled Members	Self-Enroll	Available
Alpha Team	-	5	No	Yes
Bravo Team	-	5	No	Yes

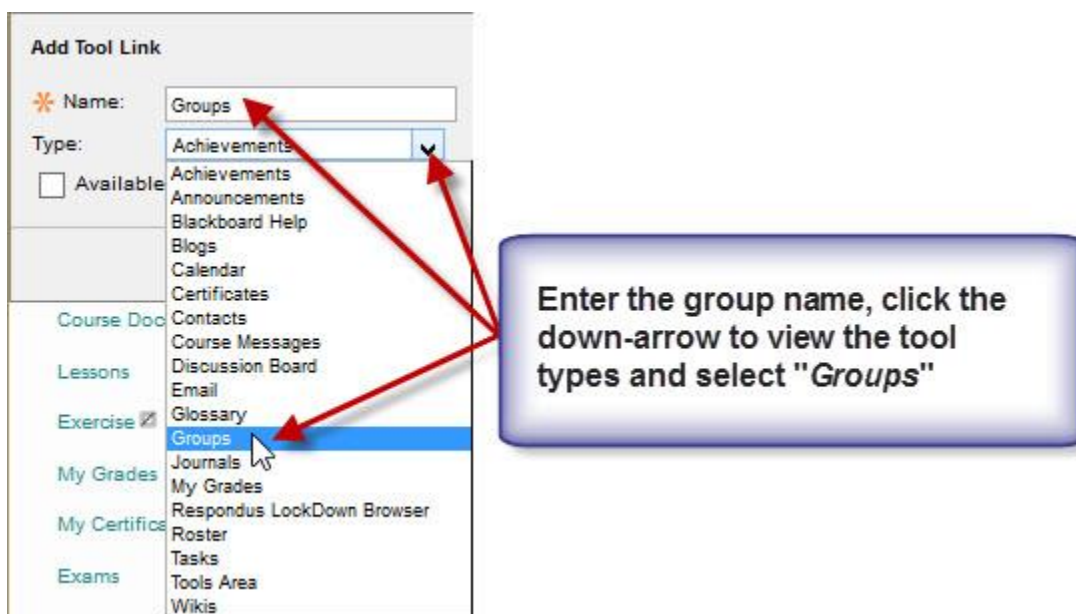
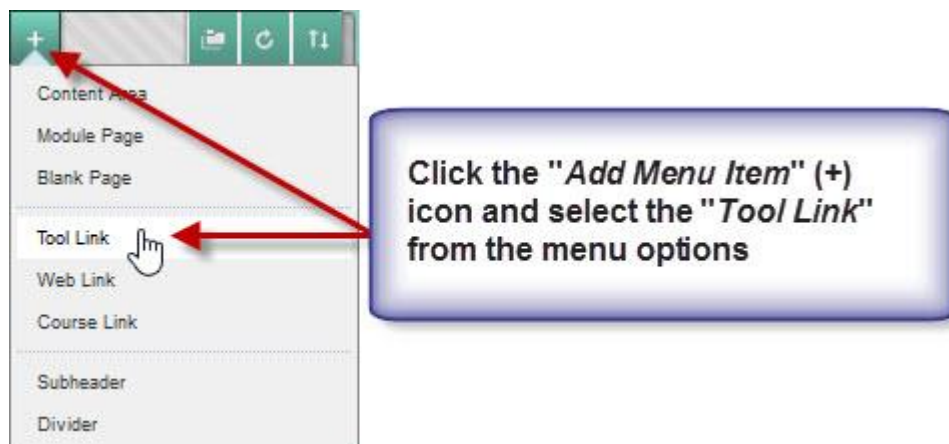
Bulk Actions View Options

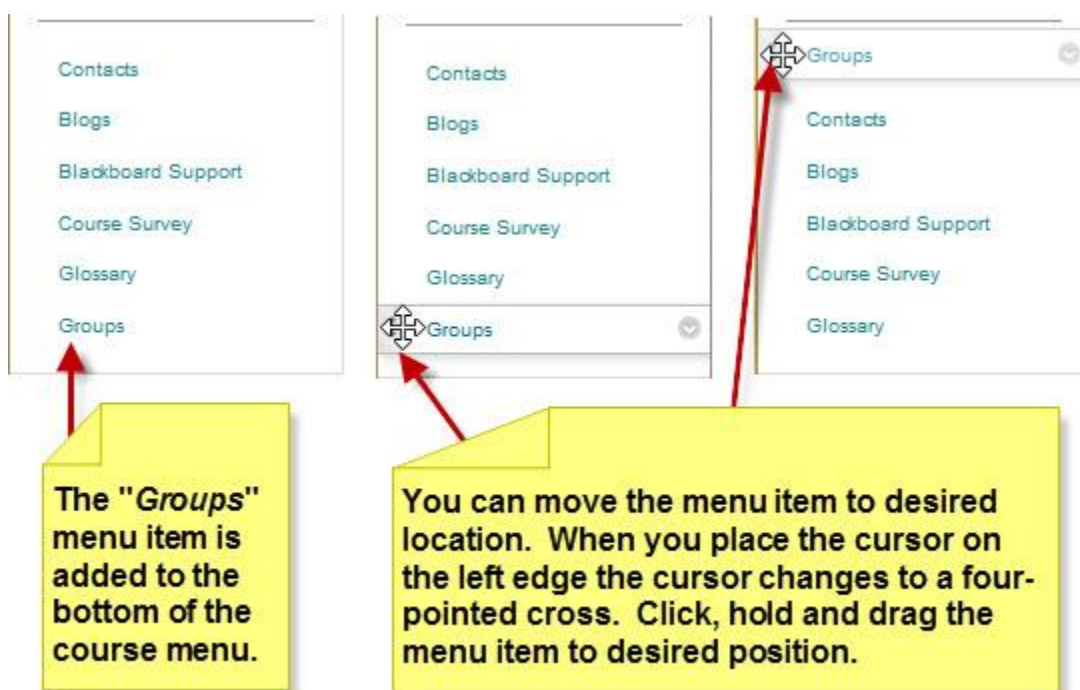
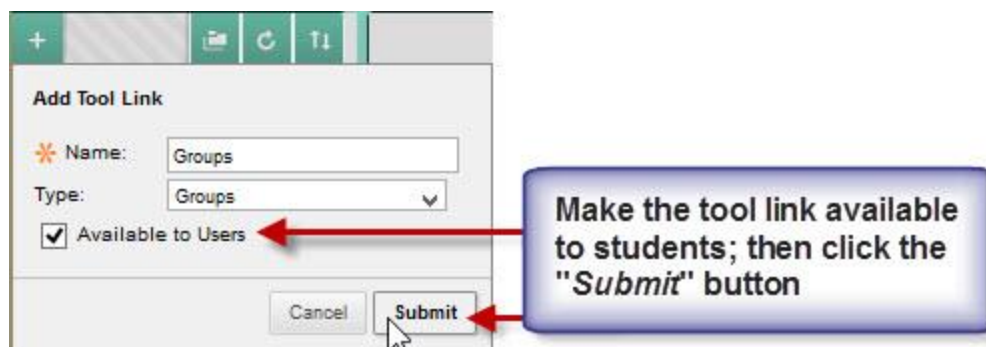
Displaying 1 to 2 of 2 items Show All Edit Paging...

Add other groups in similar manner

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

Now that groups have been created and populated in your course, it's time to start using them! Instructors have access to all Group Pages. Students only have access to the group or groups that they are enrolled. For students to see the group they are enrolled, instructor/developer must create a tool link and make the link available in the course menu as depicted on the graphics below.

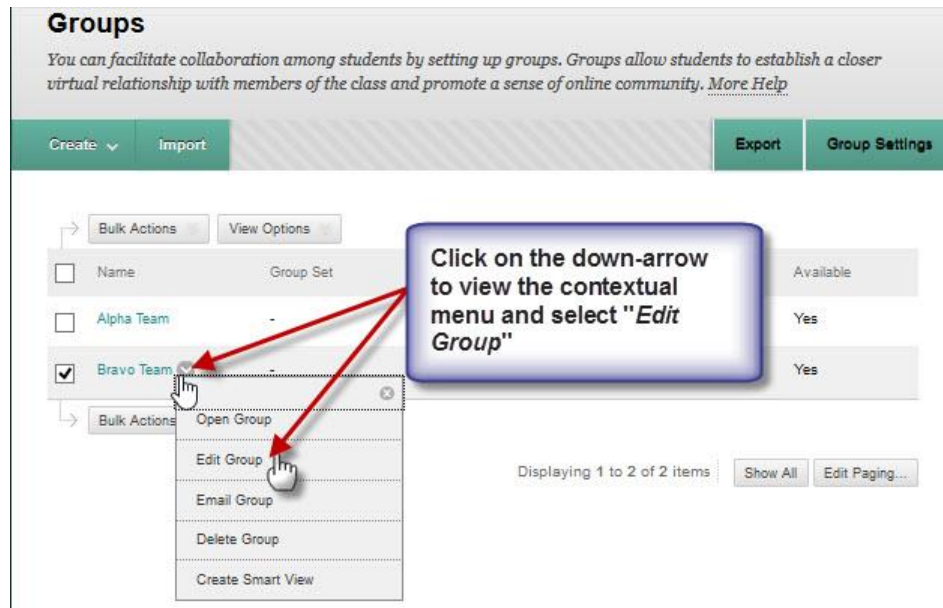




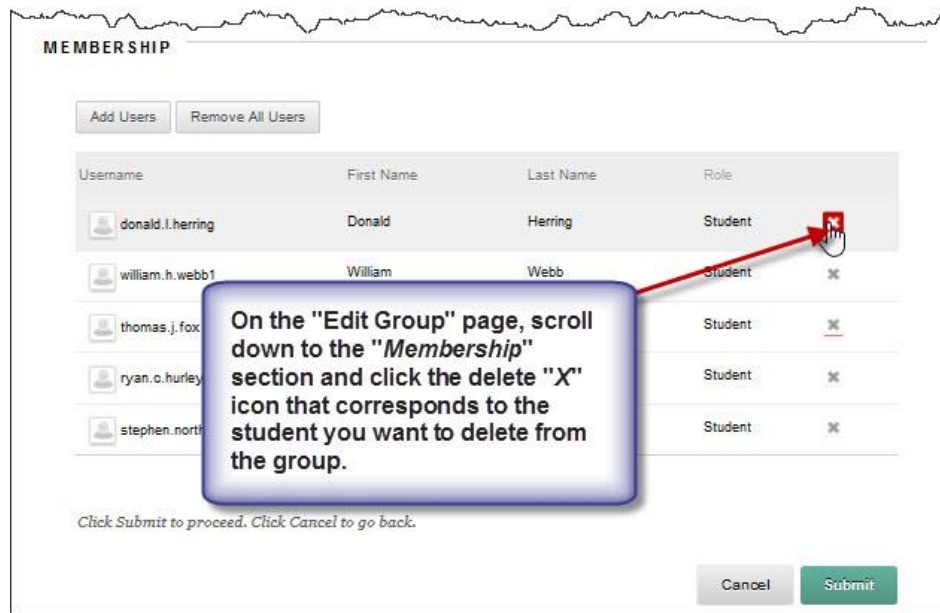
(4) **Remove Users from Group:** This option allows instructors to delete students from a Group. If a student is removed from a Group, all of the information associated with that student, such as files in the File Exchange and Discussion Board messages, is removed. Students deleted from a group cannot be restored to the Group. To restore a deleted student, add the student as explained in step (3) above.

Annex C: Job Aid 03 – User Management Quick Guide for Instructors

To remove users from a Group you must first access the group either from the “*Users and Groups*” on the Control Panel, or by clicking the “*Groups*” tool link added to the course menu. Remove students from a Group by following the instructions on the next three graphics.

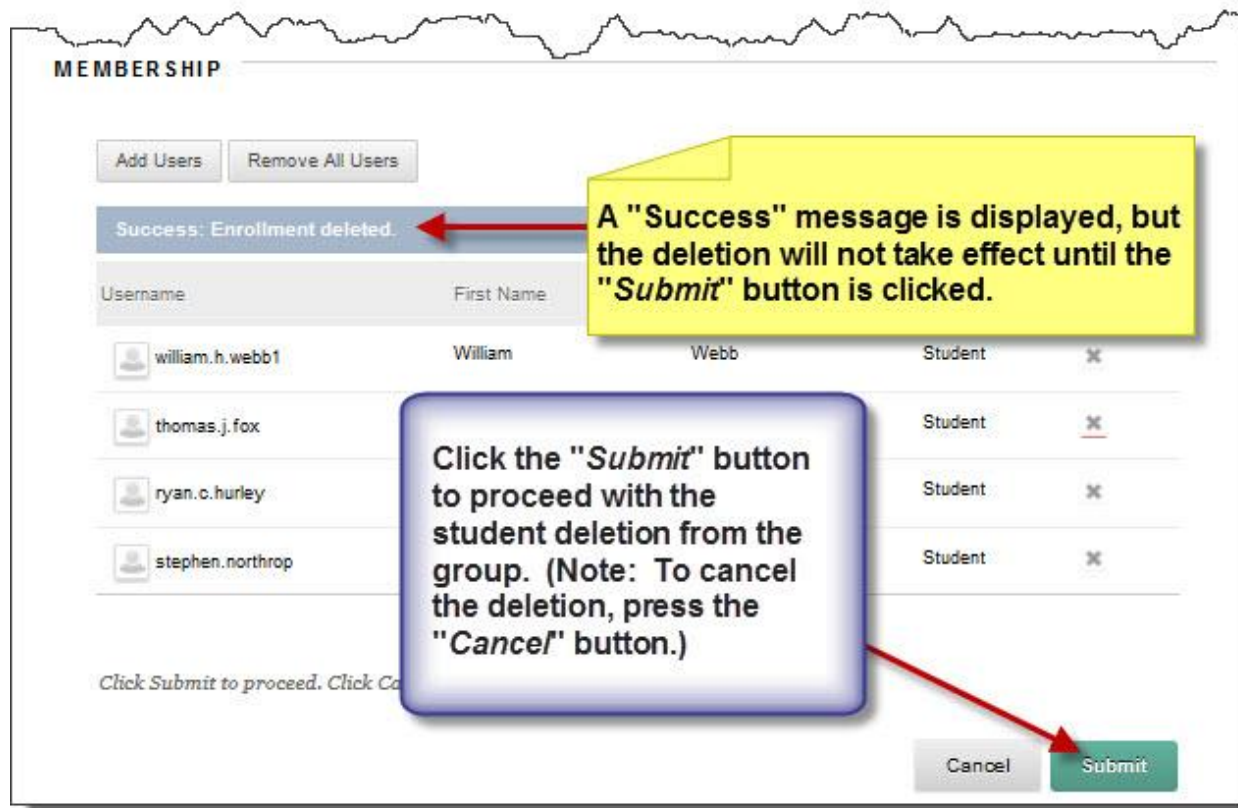


The selected user and all information associated to the user will be removed from the Group. This action is irreversible.



Annex C: Job Aid 03 – User Management Quick Guide for Instructors

The last step is to submit the changes. If the submit button is not clicked, changes will not be applied. The display of the message “Success” Enrollment deleted” does not mean the deletion process is complete. Clicking the “*Submit*” button completes the deletion process. Follow the same process to delete other students from a group. To remove all students in a group simply click the “*Remove All Users*” button. Once again, to complete the process click the “*Submit*” button.



16. ANNEX D: JOB AID 04 – CONTENT COLLECTION



**Job Aid
(JA-04)**

Content Collection

Annex D: Job Aid 04 – Linking to Content Collection

This Job Aid provides guidance for the use of Blackboard's Content Collection. Developers, Instructors, TDD Course Managers and Domain Administrators must follow the procedures outlined in this Job Aid.

The Content Collection is a centralized file storage for users to store, share and publish necessary course content such as test graphics, test supplements and other static files. Each course has its own folder for users to upload files. Access to these folders is not automatic, Branch Chiefs must submit a Blackboard trouble ticket to the SSI Bb Administrator requesting a specific course developer/manager be granted access to his/her course folder. Developers and TDD Course Managers are given permission to read, write, remove and manage files and file folders.

Content owners and other authorized users can share access to other users or re-use a single file in multiple courses. The Ft. Eustis Life Long Learning Center storage space, while robust, is not unlimited and requires quotas to be set and monitored.

Content Collection Guidelines

To minimize issues accessing files, the following guidelines must be followed:

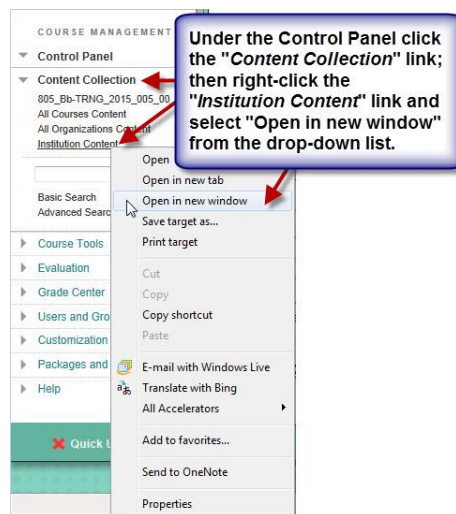
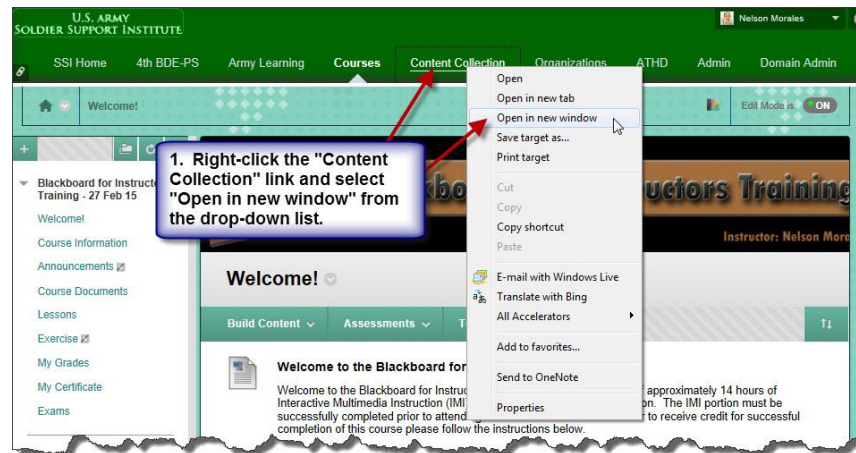
- Do not create multiple levels of subfolders. Your course folder is already three levels down – Institutional Content | Your School | Your Course.
- Keep folder and file names short. Abbreviate when possible.
- Do not use special characters on folder or file names other than a dash (-) and underscore (_).
- Link reusable files to multiple courses instead of uploading the same file multiple times.
- Reduce file sizes before uploading. Reduce file sizes for:
 - Microsoft Office Files - Use the tools available in Microsoft Office to reduce file size for PowerPoint and Word files. The Reduce File Size option is located in the File menu. You can also save files as PDFs before uploading, which often makes smaller, read-only versions of the files.
 - Images - Use a graphics program such as Windows Paint to resize images for screen viewing before uploading.
 - Audio - Use software to resample or trim audio files to reduce their size.

NOTE: Content Collection is not SSI's official courseware repository and is not to be used to substitute SharePoint as the repository for courseware. SharePoint must be used to store your courseware documents. Use Content Collection to upload test graphics, test supplements and backup of your course files (as needed).

Accessing the Content Collection

You can access the Content Collection via the Content Collection Link, if available, or from within the course Content Collection Institution Content link. See examples below.

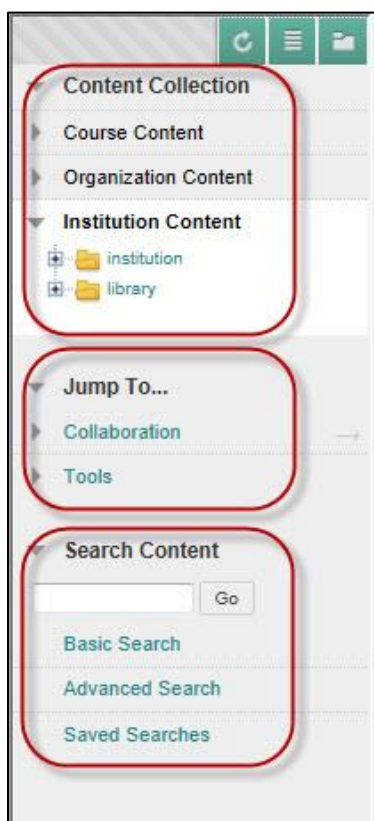
NOTE: When working with Content Collection, we recommend you open Content Collection in a new window, specially if you have dual monitors. This process will make it easier to copy and paste links from Content Collection into the course.



Content Collection Screen

Content Collection consists of two main areas: Content Collection Menus and Content Frame.

1. Content Collection Menus: The menus are located in the left navigation pane and include the Content Collection, Jump To and Search Content menus.



a. Content Collection Menu: The Content Collection contains files and folders organized into six separate areas: Course Content, Organizational Content, Institution Content, Course, Organization, and User. Selecting an area displays the hierarchy of folders and files available to you in that area. By default, the User content or “My Content” is displayed, but there is no option to select it or to go back to it. If you navigate away from the “My Content” area, you have to open Content Collection again to access it.

- Institution Content: Each domain has an institution folder with an unlimited quota, as this is the main location where content is stored. The SSI has a folder in the Content Collection under the “Institution” folder. The “SSI Institution” folder further contains a folder for each school and/or activity. Training Developers are given “management” access to their respective course folder so they can edit, upload and delete files. Only exam graphics, supplements and a backup of your course content may be stored in content collection. Other course materials must be stored in SharePoint.

Annex D: Job Aid 04 – Linking to Content Collection

- **Course Content:** A folder with a quota of 750 Mb is created automatically with the corresponding course ID. Content stored within course content is used only by its corresponding course and you cannot share content across courses. Content uploaded to the course content collection is deleted when the course is deleted. For permanent storage and to be able to share files, use the institution content collection instead.
- **Organization Content:** A folder with a quota of 750 Mb is created with the corresponding Organization ID when an organization is created.
- **User Content:** When user (instructor, Bb course administrator) accesses the Content Collection for the first time, a personal folder in the Content Collection is created with a quota of 20 Mb.

NOTE: Content Collection is not available to students. Ensure individuals previously assigned as SSI instructors are no longer in a course as an instructor. Otherwise when they attend an SSI course as a student, they will have access to Content Collection.

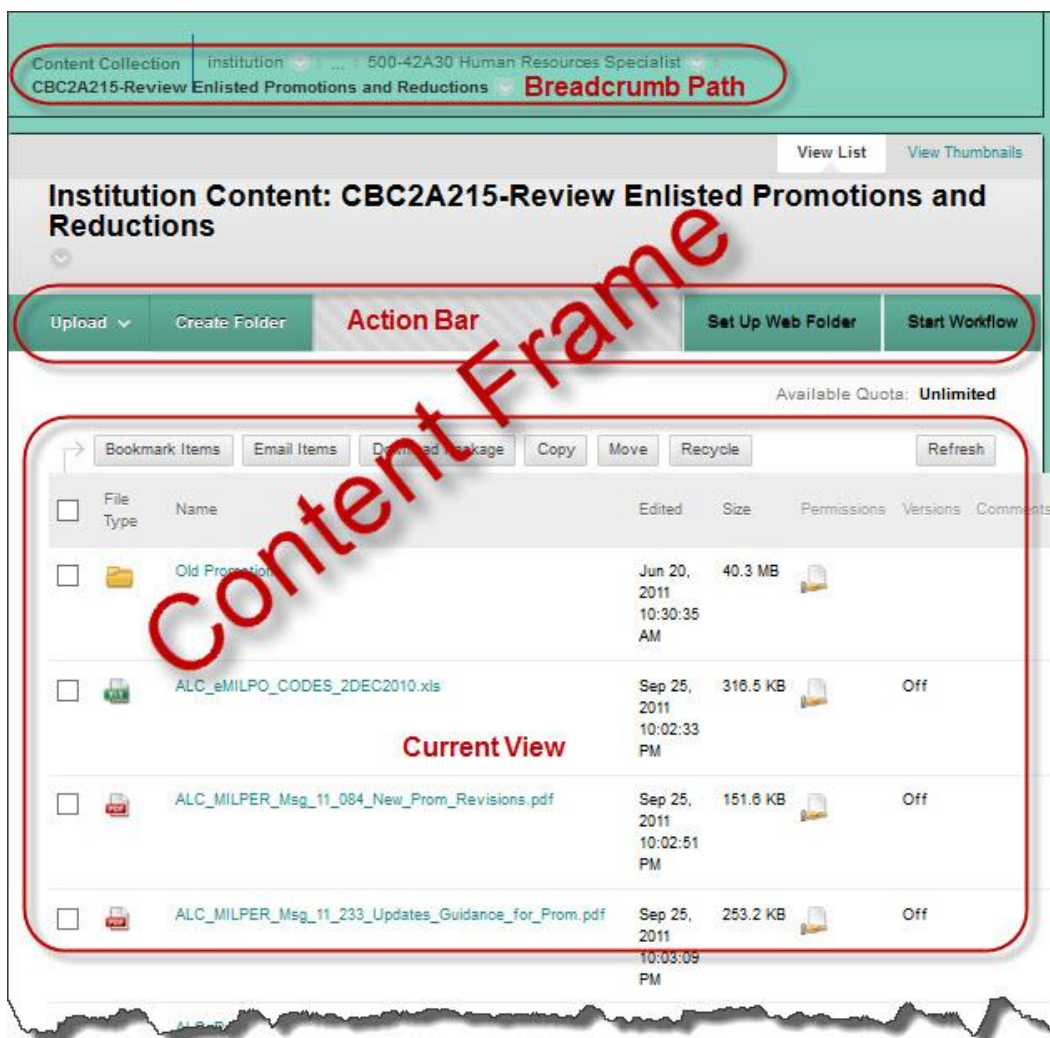
b. **Jump To Menu:** The Jump To menu provides access to collaboration tools and other tools within the Content Collection. Each sub-menu is collapsible so that you can see only what you need to see at the time. Clicking the heading of a Jump To menu item opens the tool in the content frame.

c. **Search Content Menu:** The Search Content menu contains all searches pertaining to the Content Collection.

Type of Search	Description
Basic Search	A basic search allows you to search terms within metadata and file or folder names.
Advanced Search	An advanced search contains more options to search on such as username, dates, file size, and more specific metadata.
Saved Searches	After running a search, you can save it. For example, you can search for a Military historic article made available by your instructor. You want to be able to find it again. Click <i>Save Search</i> on the Action Bar and name the search so that you can easily find the article again.

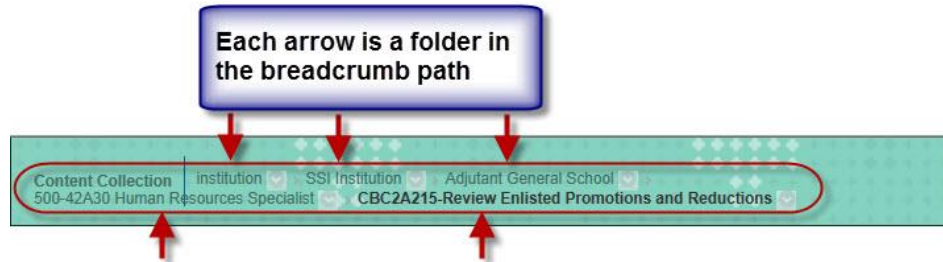
Annex D: Job Aid 04 – Linking to Content Collection

2. Content Frame: The content frame displays the area of the content collection you are working in. The Content Frame occupies most the screen to display the content you have navigated to. When displaying the contents of a folder, you can sort the folders and items by clicking the column titles. The Content Frame includes the breadcrumb path, Action Bar, and the current view.



Annex D: Job Aid 04 – Linking to Content Collection

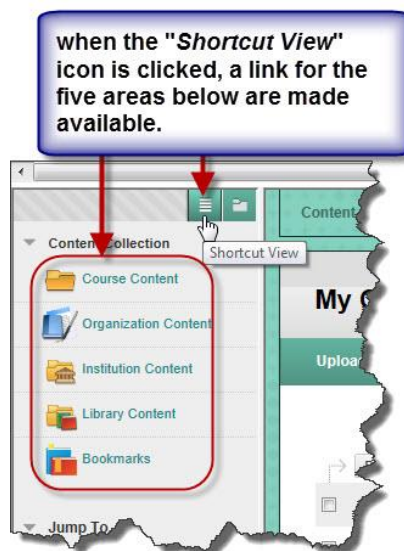
a. **Breadcrumb Trail:** The Breadcrumb path (or trail) appears at the top of the Content Frame. Use this hierarchical trail to show where in the Content Collection you are located and how you got there. You can use the Breadcrumb trail to navigate back to a specific location. Click an item in the path to proceed to that folder.



b. **Action Bar:** The Action Bar appears below the breadcrumbs path and includes functions specific to that page. Some Action Bars contain more than one row of functions. Different options are available based on your system settings or privileges, and choices made by the Blackboard Domain Administrator.

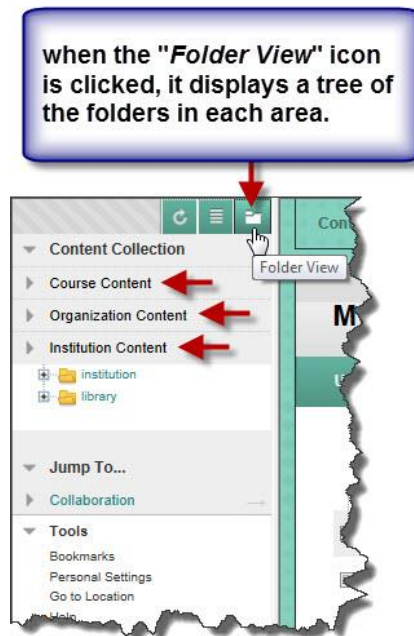
c. **Current view:** The current view lists folders and files based on the view selection made. There are two view options above the Content Collection Menus: Shortcut View and Folder View. There also two view options to view content within the Content Area: View List and View Thumbnails.

- **Shortcut View:** The Shortcut View includes icons that open the content areas in the main panel. Changes to the Shortcut View do not impact the Folder View of Content Collection.



Annex D: Job Aid 04 – Linking to Content Collection

- **Folder View:** The Folder View displays a tree of the folders in each area of the Content Collection. Users can expand and collapse folders and subfolders, as well as access to tools. Changes to the Folder View do not have any effect on the Shortcut View of Content Collection.



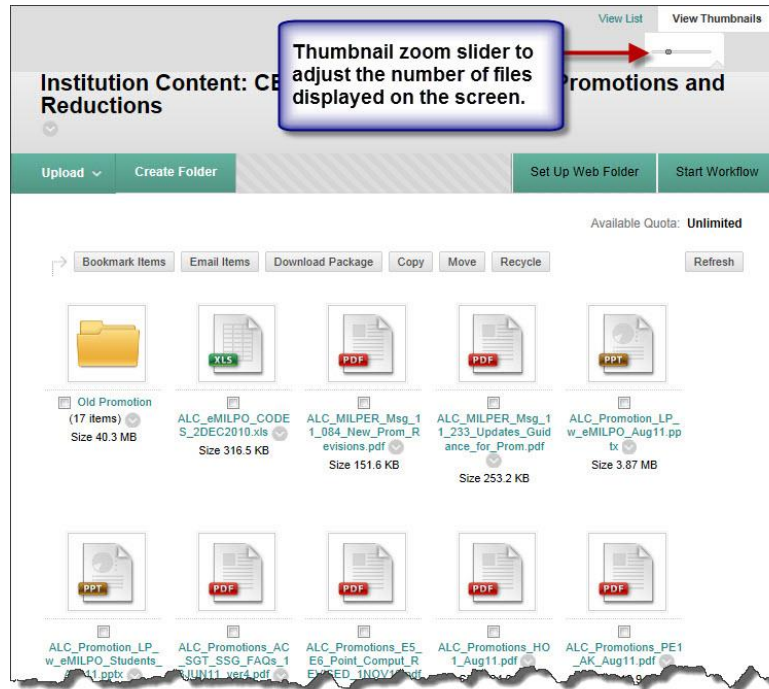
- **View List:** As its name implies, this option displays a list of folders and files. It allows you to view the file type, name, date and time the file/item was edited, file size, permissions (whether or not the file/item is shared), version and any file comments.

The screenshot shows a table with columns: File Type, Name, Edited, Size, Permissions, Versions, and Comments. The table contains three rows of data. A red arrow points to the 'Permissions' column for the first row, with the text 'This icon means the file is shared'.

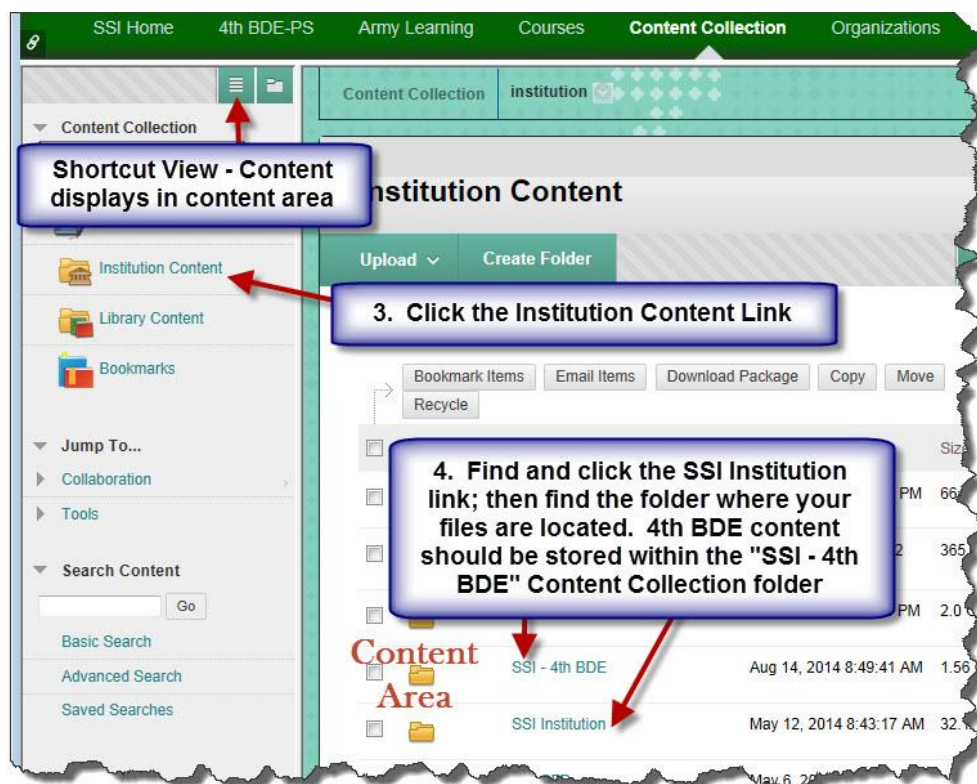
File Type	Name	Edited	Size	Permissions	Versions	Comments
Folder	Old Promotion	Jun 20, 2011 10:30:35 AM	40.3 MB			
File	ALC_eMILPO_CODES_2DEC2010.xls	Sep 25, 2011 10:02:33 PM	316.5 KB	Off		
File	ALC_MILPER_Msg_11_084_New_Prom_Revisions.pdf	Sep 25, 2011 10:02:51 PM	151.6 KB	Off		

Annex D: Job Aid 04 – Linking to Content Collection

- View Thumbnail: This view option displays folders and files in a thumbnail format that you can zoom in or out. This type of view provides less file information.



Annex D: Job Aid 04 – Linking to Content Collection



Linking Content

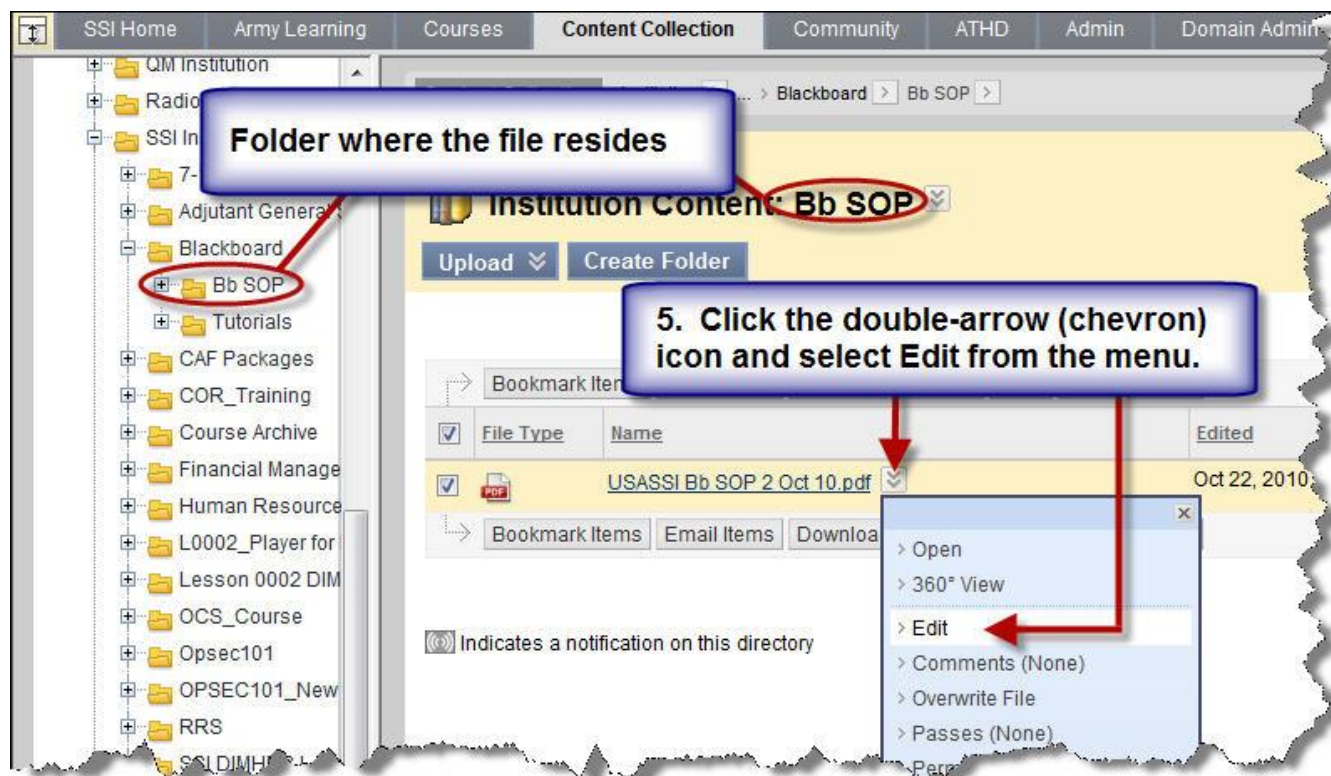
When linking course materials on Content Collection you must use the Web Folder URL instead of the Permanent URL. This procedure will minimize issues such as not being able to access or download a document, or the redundancy of relinking the file each time the file changes.

By default, when linking to an item in the Content Collection in your course, Blackboard links to it using the Permanent URL. The Permanent URL will look similar to this:

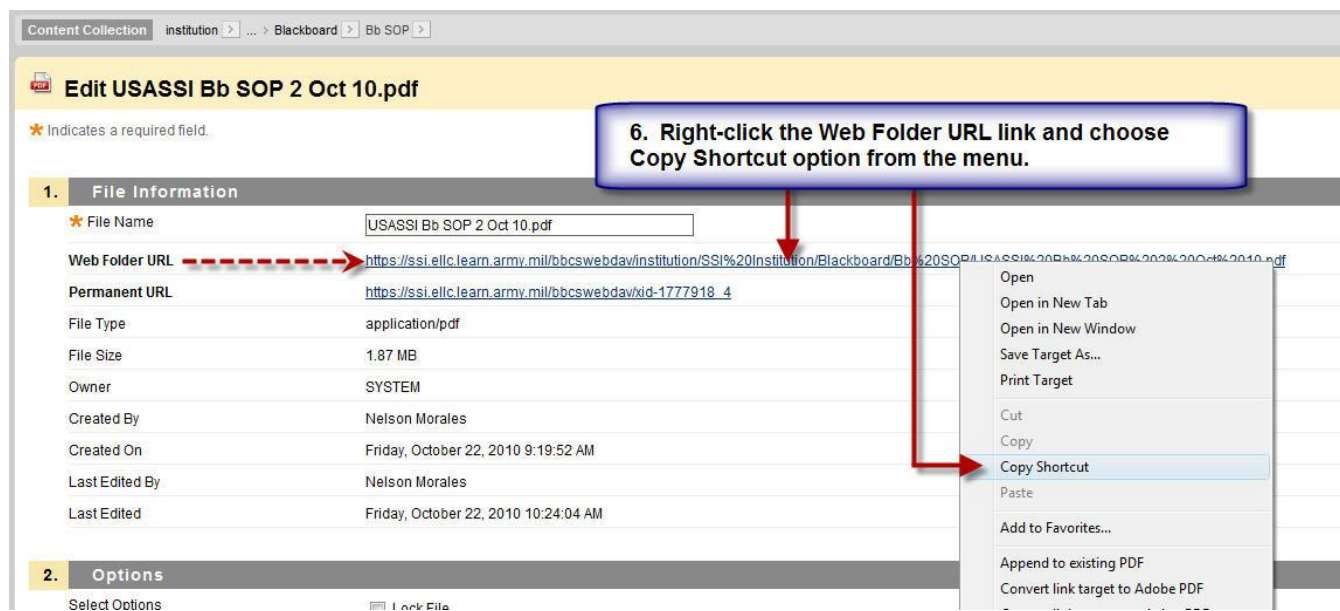
https://ssi.ellc.learn.army.mil/bbcswebdav/xid-1668633_4

Each item in the Content Collection is assigned a unique X-ID. This ID changes each time the file changes (i.e. if a newer version is uploaded overtop the previous). This will require re-linking the item in all courses that point to it. In rare instances, the X-ID may not function at all.

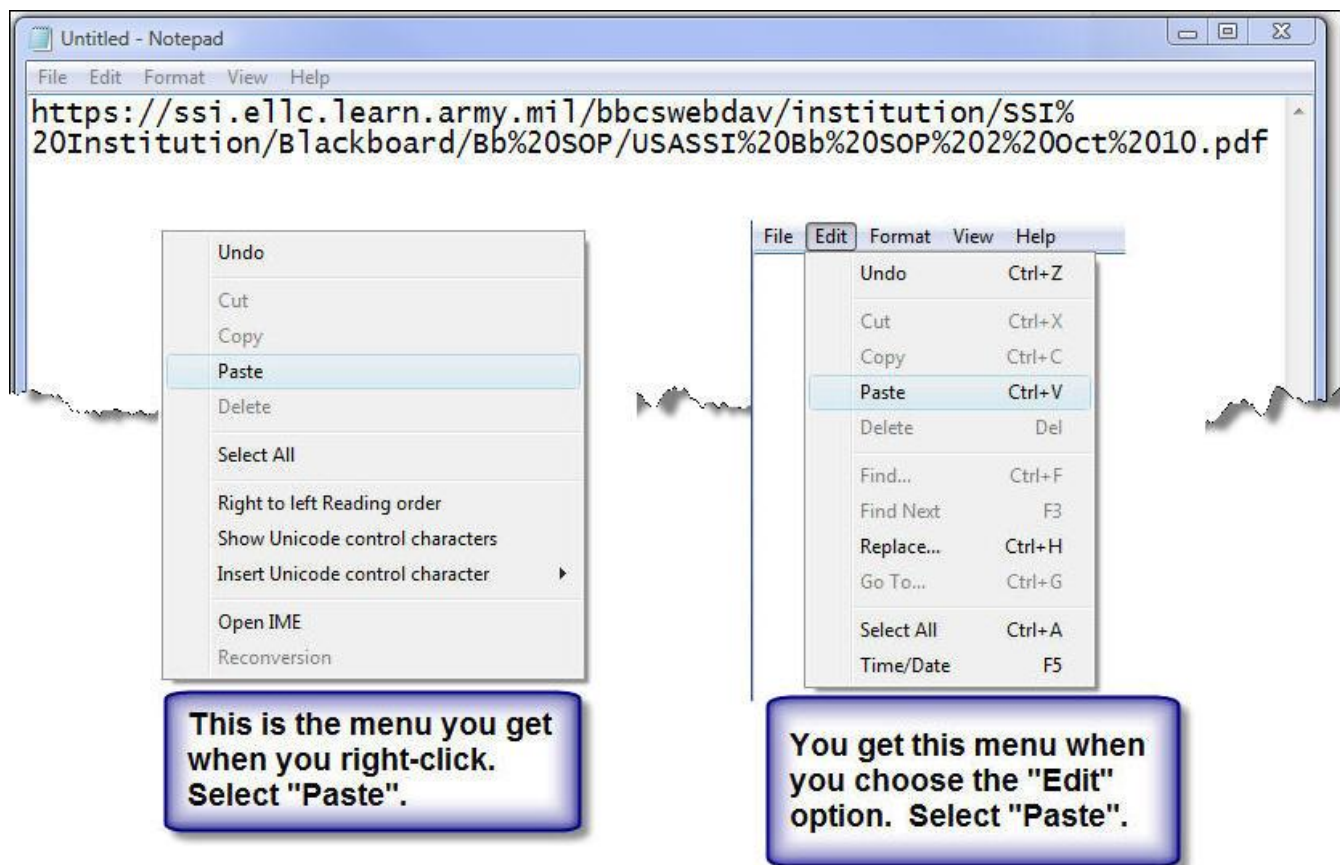
Annex D: Job Aid 04 – Linking to Content Collection



Annex D: Job Aid 04 – Linking to Content Collection



2. Next open up Notepad and paste the link for temporary storage. You can either right-click the empty Notepad document, then left-click and select “Paste” from the menu; or go to “Edit” on the document menu and choose “Paste”. See example below.

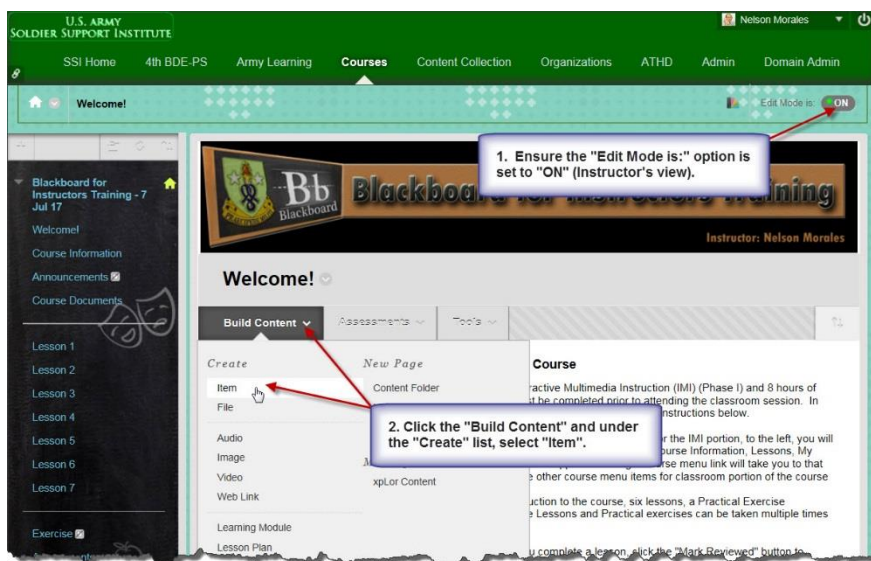


Annex D: Job Aid 04 – Linking to Content Collection

3. Navigate back to your course. You have two options – to add a new item or to modify one that already exists.

a. We will first create a new course item within a content area, i.e., course documents, lessons, etc.

(1) Ensure that the “Edit Mode” is set to “ON” (this is the instructor’s view). If it is in the “OFF” position, it is set to student’ view.



(2) At the content area, click the “Build Content” and select “Item”. Name the item to be linked. Click on the <>” symbol in the Text Box menus to select the HTML source code mode. Reference the code below to copy into the Text Editor window. Change the Location URL to the one you pasted previously into Notepad.

The HTML code for the link should look similar to one of the two examples below. The first one forces the content to launch in the right-hand frame in Blackboard. The second example forces the content to launch in a separate pop-up window (or tab depending on how the web browser handles pop-ups). The extra code for this option is the target=”_blank” command.

```
<a  
href="https://ssi.ellc.learn.army.mil/bbcswebdav/institution/SSI%20Institution/Blackboard/Bb%20SOP/USASSI%20Bb%20SOP%202%20Oct%2010.pdf">Click to Launch</a>
```

```
<a  
href="https://ssi.ellc.learn.army.mil/bbcswebdav/institution/SSI%20Institution/Blackboard/Bb%20SOP/USASSI%20Bb%20SOP%202%20Oct%2010.pdf " target="_blank">Click to Launch</a>
```

With links that play content, such as HTM, PDF (if Adobe Reader is installed), SWF, WMV, etc., the words for the linked item should say “Click to Launch.” For items that will attempt to download, such as DOC, XLS, PPT, ZIP, etc., change the words to “Click to Download.”

17. ANNEX E: JOB AID 05 – ASSISTANCE, SUPPORT, TROUBLESHOOTING AND ERROR RESOLUTION



**Job Aid
(JA-05)**

**Assistance, Support, Troubleshooting
and Error Resolution**

It is everyone's responsibility to immediately report issues encountered while using the SSI Blackboard. Although there are different methods of reporting Blackboard issues, this Job Aid will only cover local procedures for obtaining Blackboard support.

1. ASSISTANCE AND SUPPORT

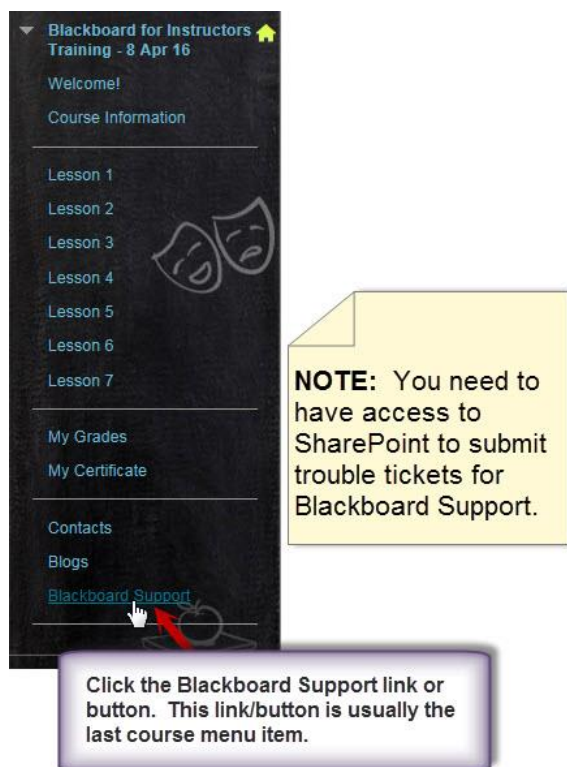
a. The SSI's Blackboard domain administrator is the primary point of contact to report all Bb system related issues. To make the reporting process easier, there are various automated ways to submit trouble tickets to obtain general Bb support:

- Course "Blackboard Support" menu button or link.
- SharePoint site
- E-mail
- SSI website
- Phone call

b. For issues that cannot be resolved locally, the SSI Bb administrator will forward them to the ATSC ELLC Blackboard help desk for resolution. To better assist in resolving your issues, submit screen captures of the error message, if any.

c. All courses have a "Blackboard Support" course menu item in a form of a button or link. To request Blackboard assistance and support create a trouble ticket as follows:

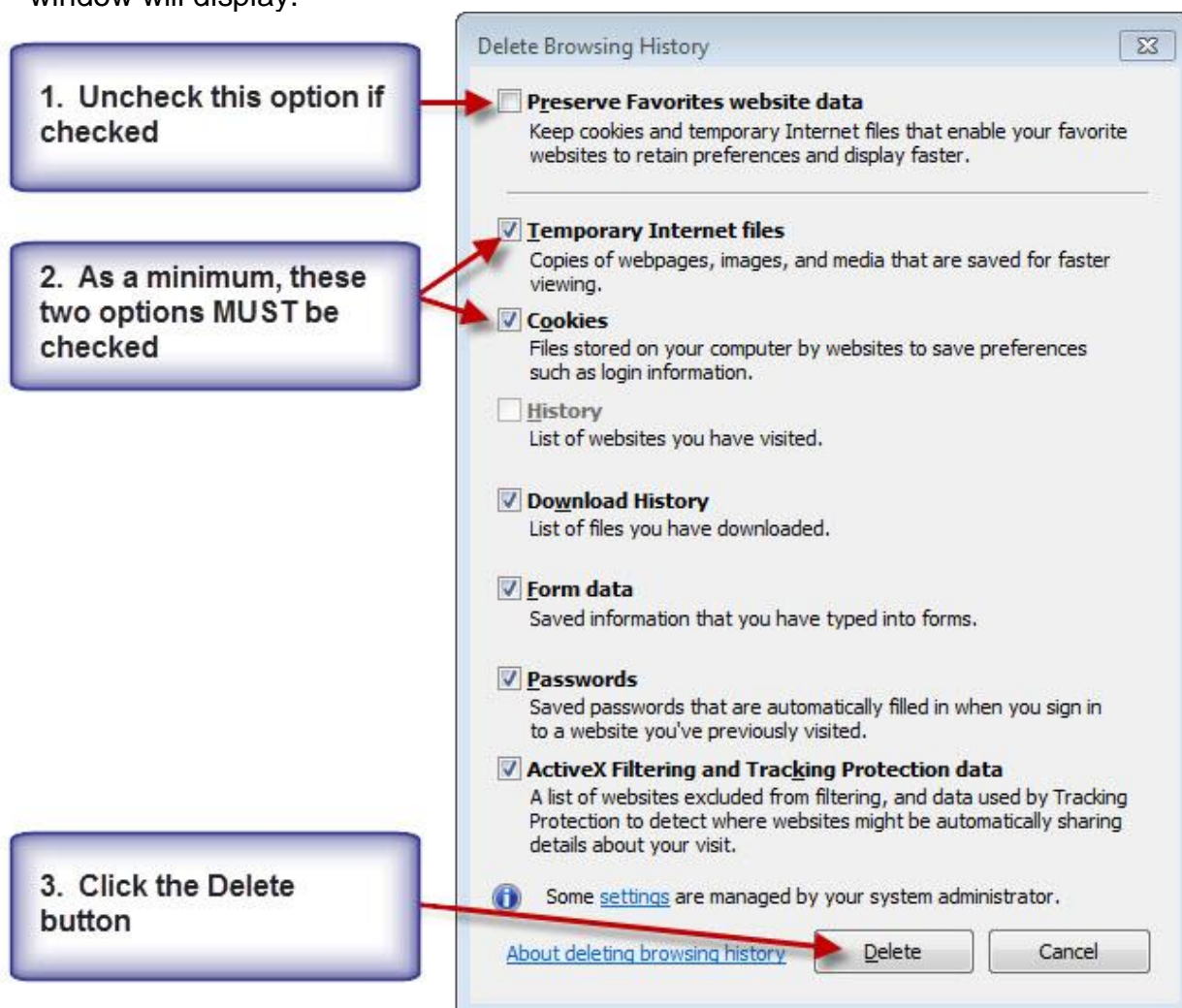
- (1) Click the "Blackboard Support" button or link in your course menu.



(2) If you cannot submit a trouble ticket for Blackboard Support, you must give yourself access to SharePoint by following the steps below. This information can also be downloaded from <http://www.ssi.army.mil/Grant%20Access%20to%20SharePoint.pdf>.

- Clear the cache by following these steps:

- Open the browser (Internet Explorer).
- Press the Ctrl, Shift and Delete keys on the keyboard. The Delete Browsing History window will display.



- Close the Browser.

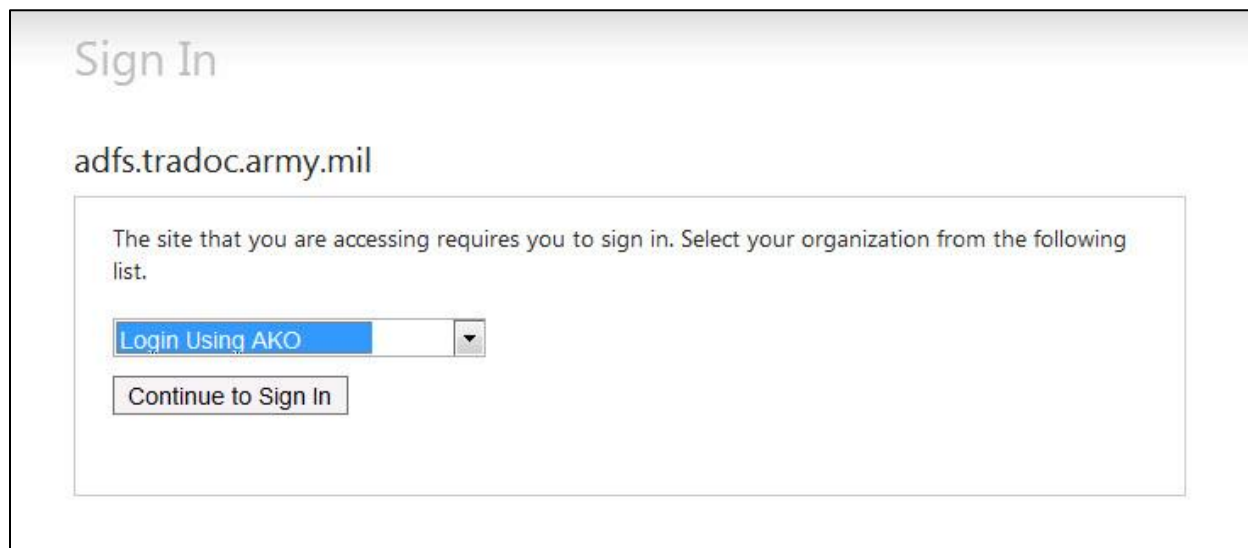
- Grant access to SharePoint by following these steps:

NOTE: Before continuing to the next step, ensure your Common Access Card (CAC) is inserted in the card reader.

- Open a new Browser window and type the URL <https://ako.ssi.tradoc.army.mil>



- Next, at the sign in page, click the down-arrow and select **Login Using AKO**, then click the **Continue to Sign In** button.



- The **Windows Security** window will popup. Click the **OK** button to confirm your certificate. The SharePoint SSI Home page will be displayed. You now have access to view course content via a Blackboard course or the Learning Resource Center (LRC).

NOTE: If you do not see the SharePoint SSI Home page, or if an error message pops up, you must do Step 1 above again. And before you do Step 2, you must first login to AKO.

Annex E: Job Aid 05 – Assistance, Support, Troubleshooting and Error Resolution

(3) Fill out and submit the Trouble Ticket as shown below.

The screenshot shows a 'Create New Trouble Ticket' form with the following fields and callouts:

- 1**: Created By * (Text field: Doe, John P. Last, First, MI.)
- 2**: Date * (Text field: 3/11/2016, Time: 9 AM)
- 3**: School/Directorate * (Dropdown menu: AGS)
- 4**: Course * (Dropdown menu: 36B10)
- 5**: Problem * (Text field: File will not open)
- 6**: Issue * (Text area: I'm attending class 005-16. When I click on the lesson plan link in the course documents section, the file will not open. I get an Access Denied error.)
- 7**: Save button

Each field with an asterisk (*) requires information

Instructions:

1. Enter name
2. Date and Time will auto-populate
3. Select school or directorate from the drop down list
4. Select course from the drop down list. If not listed, select *Specify your own value* and type the course in the blank field
5. Enter a short description of the issue (this field takes the maximum of 50 characters)
6. Enter a detailed description of the issue. Include the class number, classroom, etc.
7. Click the Save button to submit the trouble ticket

NOTE: To better assist you in resolving your issue, attach screen captures of error messages

d. The Blackboard SSI Home page contains a “SSI Blackboard Trouble Ticket” Module with a “Create New Trouble Ticket” link. Simply click this link and create a trouble ticket as explained above.

e. If Blackboard is not accessible, submit the trouble ticket via one of two SharePoint sites and follow the steps in paragraph c(3) on the previous page:

CAC Login:

<https://ssi.tradoc.army.mil/sites/TDD/CTETD/ETB/Bb/Lists/Trouble%20Tickets%20New/NewForm.aspx?Source=https%3A%2F%2Fako%2Essi%2Etradoc%2Earmy%2Emil%2Fsites%2FTDD%2FCTETD%2FETB%2FBb%2FLists%2FTrouble%2520Tickets%2520New%2FAllItems%2Easpx&RootFolder=>

AKO Login:

<https://ako.ssi.tradoc.army.mil/sites/TDD/CTETD/ETB/Bb/Lists/Trouble%20Tickets%20New/NewForm.aspx?Source=https%3A%2F%2Fako%2Essi%2Etradoc%2Earmy%2Emil%2Fsites%2FTDD%2FCTETD%2FETB%2FBb%2FLists%2FTrouble%2520Tickets%2520New%2FAllItems%2Easpx&RootFolder=>

f. You may also request Bb assistance and support via the SSI website link at <http://www.ssi.army.mil> when Bb is inaccessible. The link is located on the main page under Important Announcements. Simply click “[CAC](#)” or “[AKO](#)” to create a new trouble ticket.

g. As a last resort, you may also contact the SSI Bb administrator via e-mail at usarmy.jackson.93-sig-bde.list.jackson-ssi-blackboard@army.mil or by phone at 803-751-8289 or 803-751-6141.

2. TROUBLE SHOOTING/ERROR RESOLUTION

The following are some common types of problems and possible solutions:

a. If a student is denied access to the Bb site and receives an error message that says “Could not login,” check the student’s AKO ID and ensure it is correct in Bb under enrollments. Next, ensure the student’s AKO ID and password are correct. Have student go to <http://www.us.army.mil> and try to login using the AKO ID and password. If student is unable to login, they will need to request a password reset in AKO. After having their password reset, have them return to <http://www.us.army.mil> and login using their new password. If this does not work, contact the Course Instructor or Bb Administrator.

b. If students are not able to open links, ensure they are using the SSI Bb and clear browsing cache.

c. If student gets locked out of a test, request a reset from the Course Instructor.

d. If the student gets kicked out of Bb when submitting answers, the Instructor should have the student log back in and adjust their time for the test.

e. If the student is kicked out of an assessment, in many cases, the java session has been terminated due to inactivity so the submission is unsuccessful. There are several ways to combat this issue.

(1) Give the assessment one question at the time, whenever possible. This ensures that the student’s java session is continuously updated and the likelihood of the student getting kicked out is reduced.

(2) Do not use the “Force Complete” test option. Without this option selected, students are able to re-enter the exam from the last point that they saved an answer.

f. Some students may get an “Access Denied” error while taking a test. This error message essentially kicks the student out of the test. Two reasons that may cause this error are double-clicking and single-clicking while the student’s answer is still being saved. Recommend instructors do the following:

(1) When deploying a test, ensure the test is setup to allow multiple attempts, so that even if a student gets the “Access Denied” error, the student can still return to the test and resume.

(2) Caution students against double-clicking while taking tests.

(3) Caution students against clicking anywhere in the test while the page visually indicates that it is saving an answer, or while a similar process is in progress.

NOTE: Internet Explorer may also cause this error when students click the “Save Answer” button and then single or double clicking while the answer is still being saved.

g. The current approved browser on SSI computers is currently Internet Explorer 7. This version of browser may cause students not be able to save answers or receive an error message upon submission of their test responses. SSI has submitted a request to have Mozilla Firefox browser installed on all SSI computers that access Bb. Other locations should ask their local IT personnel to install Firefox on their computers to minimize the numerous issues encountered with IE7.

h. “Not Found” Error: Does this error message look familiar?



There are several scenarios which can bring this dreaded message to your screen:

(1) Students cannot access your course files. This error message is usually as the result of upgrading Blackboard from version 8.6 to version 9.1. This happens most often when you have used the course copy or export and import option to bring your course contents.

h. Accessing Blackboard Out-of-Country: Users should have no problem accessing the Blackboard system from home, work or other off-base location when inside the continental United States, Alaska, Hawaii, and Puerto Rico. However, when out-of-country, access is restricted to government computers at an on-base location. This is a security issue with the DOIM/NEC, NETCOM and DISA that is beyond our control. The only exception is using a government computer at an off-base location, or remotely connecting to a government computer with a supported connection, such as a TSACS account. If the user is using a government computer, and they are still unable to access the Blackboard system, find out their computer's IP address and the default gateway address. Must be public addresses. An internal IP address, such as 10.x.x.x, 172.16.x.x, or 192.168.x.x, will not work. The user may need to consult with their IT department to get the proper information. The ATSC LLC Help Desk can then forward this information to the DOIM/NEC here to see if they can allow access to the Blackboard system.

i. Blackboard Security Certificate (SSL Certificate): Blackboard uses secure communications when accessing, uploading or downloading content between the Bb server and the user's computer. Some users may comment on being prompted to allow the

downloading of a non-secure information. The problem is based on the how the security settings are set -- some web browsers are not properly identifying the SSL certificate as being valid. Part of the issue is that most Army DoD websites use SSL certificates that were created by the DoD itself, and not a 3rd-party commercial company, such as VeriSign. This type of connection is secure. One suggestion is to have the user download the DoD root certificate packet, which contains about 30 SSL certificates for the various Army secure websites. The packet is located at the [AKO Website](#). The root certificate download is the first link under the "FAQ" section. The installation may only update IE. Remember, if you are on a government computer, you may need to get with their IT department.

j. Test Browser: If you cannot access Blackboard from home or other locations, you should first test the browser using the Skillport Test Browser at <http://browser.skillport.com/bh/default.asp> to ensure it meets all the requirements to connect to Bb. At the Skillport Test Browser site enter your e-mail address (the CC field is optional). If you do not want the results e-mailed to you, uncheck the related box. Click "Submit." The results will show up within a few seconds. The two fields to look for are "Adobe Flash" and "Java Virtual Machine," as the vast majority of Blackboard courses rely on these to function properly.

k. Sun Java2 Runtime Environment (JRE).

(1) For Sun Java2 Runtime Environment (JRE), several installed versions are OK. It is recommended some version of 6 (i.e. v6 Update 18) be installed. If a user is having display issues with some of the course content, they may have used the "Update" feature built into JRE. It is recommended they download a full offline version from [Sun Java](#) and install it. Click on the "Java SE" option on the right-hand side under the "Popular Downloads" section. In the section titled "Java Platform, Standard Edition," click the "Download JRE" button. Select "Windows" as the platform (unless the user is using the 64-bit version of Windows), leave "Multilanguage" selected (it is the only option), check the license agreement box, then click "Continue." The user needs to download the full offline version of the plugin. Do not check the box to the left; this will invoke Sun's proprietary download manager. Instead, click the actual file name. If using IE, the student should click "Run" when prompted.

(2) If a user continues to have JAVA-related problems, there may be many versions installed on the system. Have the user remove all installed versions (many listings can be a problem), reboot, and then download/install the latest version. Even if only two or three are listed, one or more may be corrupt, and this may remedy the problem. If a user is using a government computer, they will more than likely have to get with their IT department to get JRE removed and/or installed or modify Control Panel options. If the student is at home, they should not have any problems with installations, removals or changes, unless they have a heightened level of security due to antivirus software, software firewall, OS policy configuration, etc. If it is determined an older version of JRE will work on the user's non-DoD computer, have them download the appropriate one from the [Java Products Archive](#) website. A good recommendation is JRE v6 Update 7. Two changes with JRE v6 have occurred in recent months that add additional features/capabilities. JRE v6 Update 10 has a new setting; go to "Start" --> Control Panel --> Java --> "Advanced" tab --> Java Plug-In --> Enable the

next-generation Java plug-in. This setting may need to be disabled to get content to play properly. Also, JRE v6 Update 13 came out with an additional component called "JavaFX." The installation program does not offer the option not to install this component.

l. Using Internet Explorer (IE) Version 8 with Blackboard: Some users have commented about the navigation buttons in tests being hidden by the timer feature. If this occurs, they need to use "Compatibility Mode" in IE v8 so it will function as if IE v7 is installed. You can access the [IE8 - Compatibility Mode](#) PDF document for instructions on how to do this. If users are using Windows XP or Windows Vista, they have the option to go back to IE v7. At your home computer, go to "Start> --> Control Panel --> "Add/Remove Programs" ("Programs and Features" in Windows Vista) to remove IE v8; the system will automatically revert back to the previous version. IE v8 is installed by default with Windows 7; there is no option to go back to IE v7. Additional information on using IE v8 with Blackboard v7.3 can be found at <http://www.clarion.edu/42552/>.

m. Using Firefox with Blackboard: Blackboard users have the option of using Firefox to view/use Blackboard content. E-mail them the [Using FireFox with Blackboard](#) guide so they can properly set it up. See the "Course Documents and Tests" section below to find out more information about users not being able to upload documents in Blackboard properly. If the current version of FireFox, or any v3.x version does not work properly, the user can try using FireFox v2.0.0.20. Have them go to http://www.filehippo.com/download_firefox/5015/ to download it.

n. Mac OS X Users: If students use Mac OS X at home, they have to check their Plugin utility to see what plugins are installed. The plugins needed will be based on the version of OS X installed (e.g. 10.4, 10.5, etc.). The Apple Java plugin is at [Apple's Java Download Website](#). Users will need to download the appropriate version based on whether they are using a PowerPC-based Mac or an Intel-based Mac. For Flash Player, users should go to [Adobe](#) as other Windows-based users would. The only difference is the user needs to pick if they are using a PowerPC-based Mac or an Intel-based Mac. In both cases, the user will have to close their web browser before installing the plugins. Both JRE and Flash for the Mac are universal plugins and will install for every browser on the user's Mac system. If the user is not able to get the course content to work properly with the Safari web browser, they have the option to download and install FireFox. If the newest version is not working correctly, they can opt to download an older version, such as v2.0.0.20. Mac users can go to http://mac.oldapps.com/firefox.php?old_firefox=53 to download older versions of FireFox.

o. Blackboard Access Errors: One of the most common errors users receive is the "This Page Cannot be Displayed" message. This can occur when they are first accessing Blackboard, or it could occur while they are already logged in. Usually, this is a connectivity issue between the user's computer and the Blackboard system. Users should check and verify their access to the internet in general is working OK by loading a website they do not normally go to (or have not been to in some time). This will help alleviate their loading a cached copy of a common website from their proxy server, which is usually maintained by the NEC at their location (if they are at a government installation).

Annex E: Job Aid 05 – Assistance, Support, Troubleshooting and Error Resolution

(1) "HTTP 403" (forbidden) error: If users get this error, they should clear the computer's cookies and temporary internet files so their computer has an opportunity to download a fresh copy of the course content. In IE, go to Tools --> Internet Options. If the user has IE v6, there should be two options: "Delete Cookies" and "Delete Files." When the user clicks on the latter, they may see an option that says "Delete all offline content." Users should check it before clicking "OK." Afterward, they should close/open IE so there is a fresh copy in the system's memory. Users should log into Blackboard and try to access the course material again.

(2) "HTTP 404" (file not found) error: If users get this error, they may have simply mistyped the Blackboard URL in their web browser. The correct SSI Blackboard URL is <https://ssi.ellc.learn.army.mil>. HTTP 404 errors also coincide with the "This Page Cannot be Found" message. Users should check the URL they typed in. If a user gets an "HTTP 404" error with a message like "Servlet DefaultServlet is not available." This may be caused by a broken link between Blackboard and the content in the underlying database. Users should ensure that the link and/or file name follows Blackboard's approved naming convention. If it does, the item may just need to be removed/readded to the course. If the problem is more system-wide, contact the ATSC LLC Help Desk so the system administrator can check into the issue.

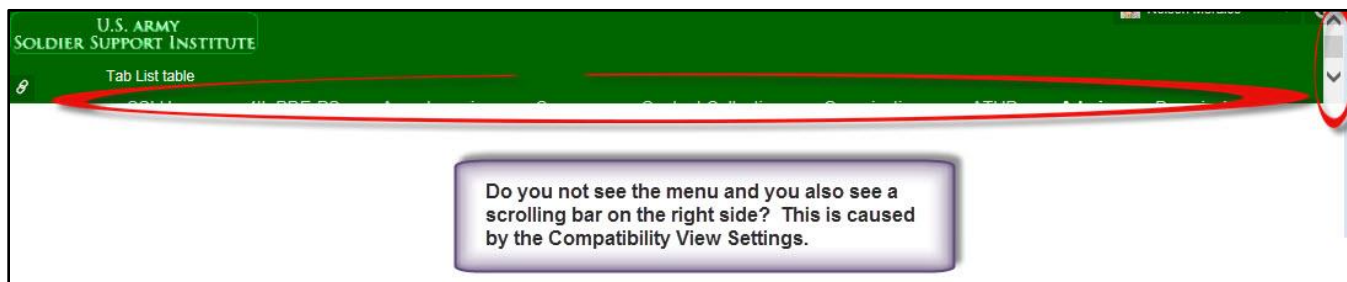
(3) "HTTP 500" (Type Exception Report; the server encountered an internal error that prevented it from fulfilling this request.) error: Follow the instructions provided for the HTTP 403 error: HTTP 500 errors can occur for a variety of reasons and are often thrown by Blackboard as a default explanation. If they continue to occur, make sure to note what you were specifically attempting to access (e.g. Blackboard home page, course module, etc.) and file a Help Desk ticket so the issue can be troubleshooted further.

(4) "HTTP 504" (proxy) error: This occurs because most installations use some type of proxy server to cache and filter Internet content. In IE, users should go to Tools --> Internet Options, click on the "Advanced" tab, then scroll down and check the "Use HTTP 1.1 through proxy connections" option. Once they refresh the webpage, it should load properly.

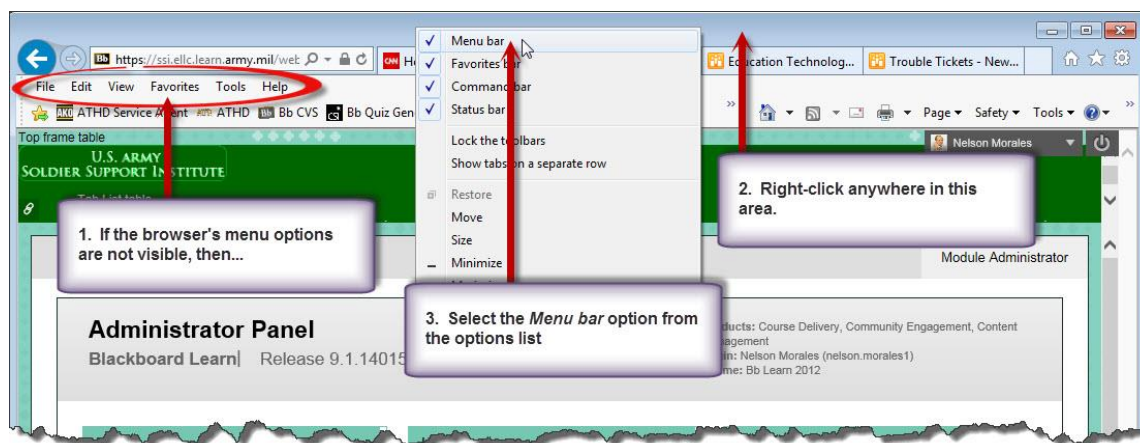
(5) If users are still unable to access Blackboard, there may be a network issue beyond our control. Users should try accessing the Blackboard site from another office in their building, another building at the installation or somewhere off-base (i.e. home). If they can get to the Bb site from an alternate location, they may need to contact their IT department to help rectify the problem. If the connectivity issue involves a whole building, or the whole installation, obtain their IP and network gateway information. Contact the ATSC LLC Help Desk to investigate the issue further.

p. **IE11 Users outside Fort Jackson:** Users outside Fort Jackson may experience Compatibility View issues. Blackboard will not display correctly, or when taking a test, students see only one question at the time. There are a few ways to fix these issues.

(1) Cannot see Blackboard's menu and the top frame table has a scrolling bar?

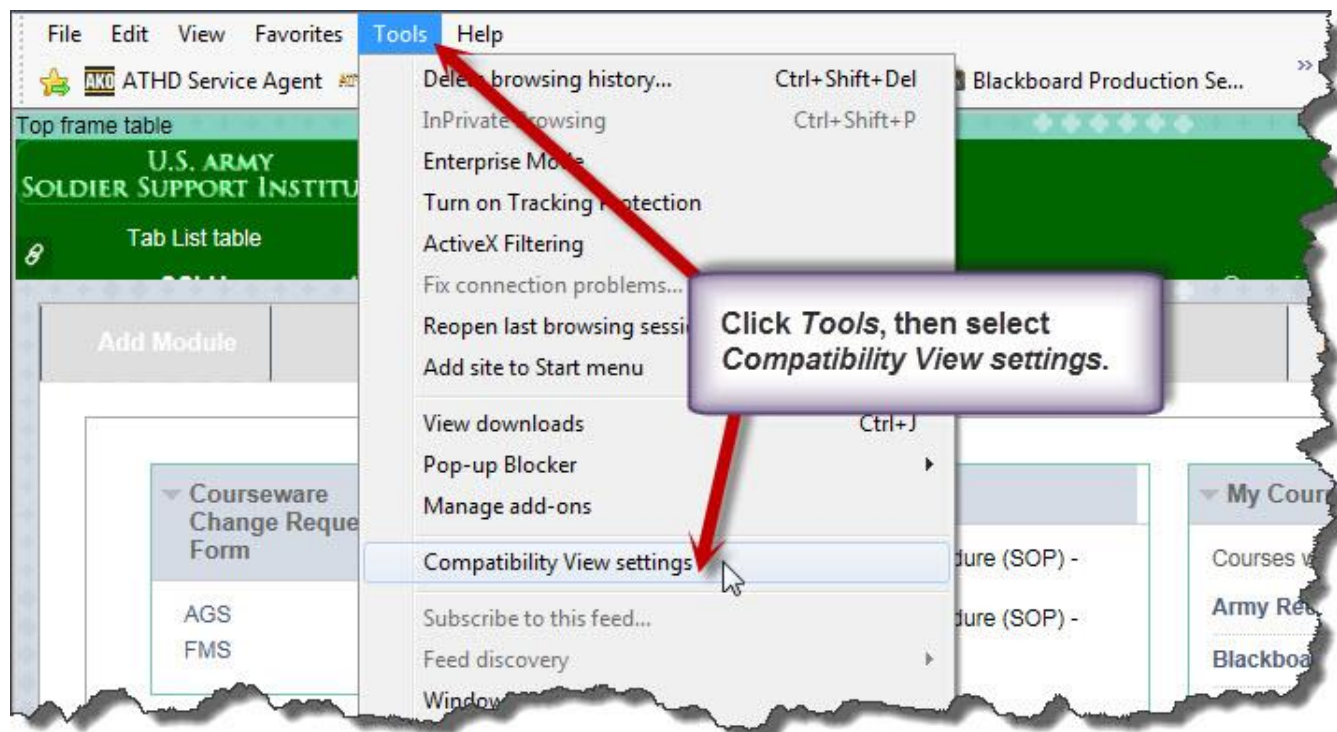


This is usually caused due to “army.mil” being added to the compatibility view. To remove army.mil from compatibility view, do the following:

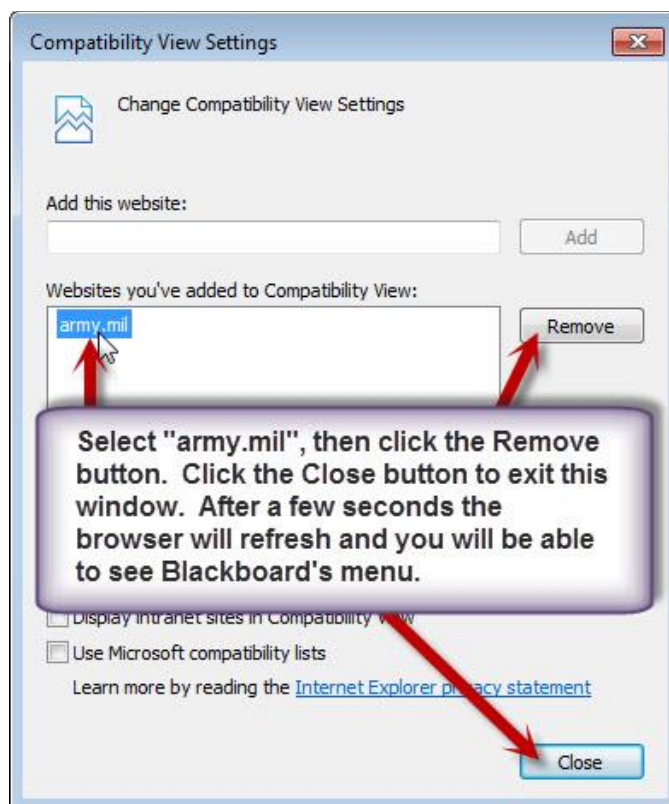


- Click Tools from the browser's menu bar, then select Compatibility View Settings.

Annex E: Job Aid 05 – Assistance, Support, Troubleshooting and Error Resolution



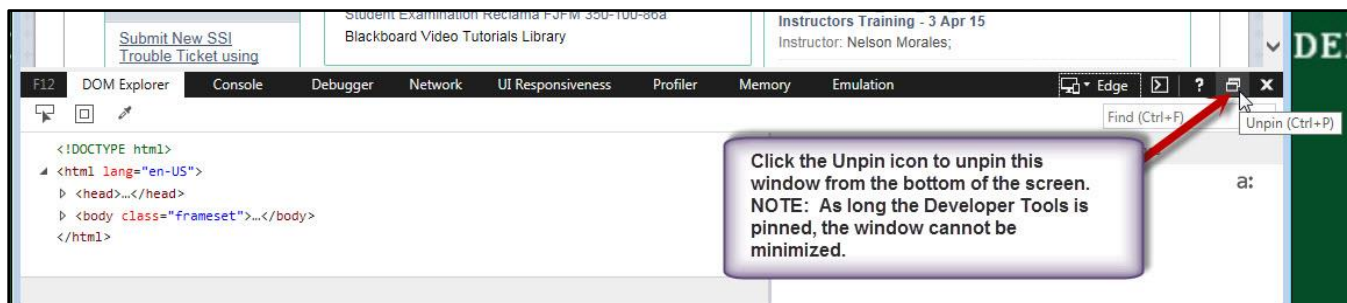
- The Compatibility View Settings window will popup.



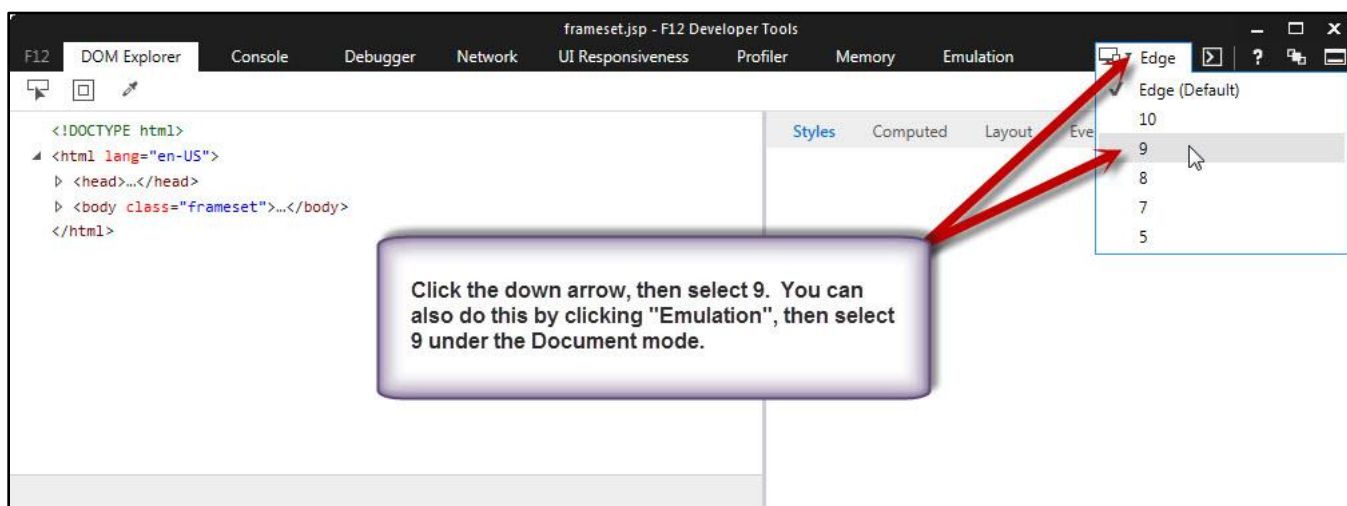
Annex E: Job Aid 05 – Assistance, Support, Troubleshooting and Error Resolution

(2) Emulation Mode: You may have to do the following to run IE11 in IE9 emulation mode.

- Login to Blackboard then press the F12 key. The Developer's Tool similar to the one shown below will appear at the bottom of the screen. This screen is anchored to the bottom of the screen and it must be unpinned so that it can later be minimized.



- Once unpinned, change the Emulation mode to 9 by clicking the icon shown on the graphics below. This can also be accomplished by selecting the Emulation tab then selecting 9 from the *Document mode* drop-down list. After the change is made, you must minimize the window and keep it open. Once you close this window, the changes previously made will revert to default settings.



18. ANNEX F: JOB AID 06 – COURSE NAMING CONVENTION



**Job Aid
(JA-06)**

Course Naming Convention

Annex F: Job Aid 06 – Course Naming Convention

This Job Aid lists the correct Blackboard course IDs for both ATRRS and non-ATRRS courses. Courses created in Bb that do not meet the guidance in this Job Aid will be deleted from Bb. Course IDs will not contain spaces or special characters (other than dashes [-] or underscores [_]). Each section of the ID will be joined together with an underscore [_] to complete the ID. Course titles will contain the same information listed in the ATRRS catalog. Additionally, you may add the class iteration at the end of the course title. Reserve Component courses may also contain the location (Ft Dix, Ft Knox, Camp Parks, Germany, HI, PR, etc.). Course Master titles will contain the FY and the word “Master”, i.e., FY20 Master. Course Master will be created yearly and the previous course master removed from Bb. The course ID will consist of a maximum length of 50 characters total as follows:

1 School Code (4 characters max), i.e., 604, 805A, 805C, A805, F805, G805, etc.

2 Join each part of the ID with an underscore.

3 ATRRS Course Number (31 characters max), i.e., 500-42A10, 7-14-C23, etc.

4 Fiscal Year (4 characters), i.e., 2020, 2021, 2022, etc.

5 Class Iteration (3 characters) i.e., 001, 002, etc. For Course Masters enter 000.

6 Phase (2 characters), i.e., 00 (resident course), 01 (phase 1), 02 (phase 2), etc.

7 ATRRS Identifier (1 character), i.e., A (for all active ATRRS courses) or N (for course master course, train-up courses, or other courses not in the ATRRS catalog)

ATRRS Course Example: 805A_500-42A10_2020_018_00_A

↑ ↑ ↑ ↑ ↑ ↑ ↑
1 2 3 4 5 6 7

Non-ATRRS Course (Course Master) Example: 805A_500-42A10_2020_000_00_N

↑ ↑ ↑ ↑ ↑ ↑ ↑
1 2 3 4 5 6 7

ATRRS Courses

School Code 604:

ATRRS Crs ID/Title	Blackboard Course ID
500-42A30-C45 HUMAN RESOURCES SPECIALIST ALC	604_500-42A30-C45_yyyy_nnn_00_A
500-42A40-C46 HUMAN RESOURCES SENIOR LEADERS	604_500-42A40-C46_yyyy_nnn_00_A
542-36B30-C45 FINANCIAL MANAGEMENT TECHNICIAN ALC	604_542-36B30-C45_yyyy_nnn_00_A
500-42A40-C46 FINANCIAL MANAGEMENT SLC	604_542-36B40-C46_yyyy_nnn_00_A
9E-F71/920-F62 FOUNDATION INSTRUCTOR FACILITATOR	604_9E-F71-920-F62_yyyy_nnn_02_A
5K-F41/012-F48 INTERMEDIATE FACILITATION SKILLS	604_5K-F41-012-F4_yyyy_nnn_02_A
7B-F14/570-F25 (P) FOUNDATION TRAINING DEVELOPER	604_7B-F14-570-F25_yyyy_nnn_02_A
7B-F40/570-F27 TRAINING & EDUCATION DEVELOPER MIDDLE MANAGER	604_7B-F40-570-F27_yyyy_nnn_00_A

School Code 805A:

ATRRS Crs ID/Title/Phase	Blackboard Course ID
542-36B10 FINANCIAL MANAGEMENT TECHNICIAN	805A_542-36B10_yyyy_nnn_00_A
7-14-C20 (BQ) FINANCIAL MANAGEMENT OFFICER (BRANCH QUAL)	805A_7-14-C20-BQ_yyyy_nnn_00_A
7-14-C20B FINANCIAL MANAGEMENT BOLC-B	805A_7-14-C20B_yyyy_nnn_00_A
7-14-C22 FINANCIAL MANAGEMENT CAPTAINS CAREER	805A_7-14-C22_yyyy_nnn_00_A
7-14-C23 FINANCIAL MANAGEMENT CAPTAINS CAREER Phase 1	805A_7-14-C23_yyyy_nnn_01_A
7-14-C23 FINANCIAL MANAGEMENT CAPTAINS CAREER Phase 3	805A_7-14-C23_yyyy_nnn_03_A
7D-36A/541-F13 PLANNING, PROGRAMMING, BUDGETING, EXEC SYSTEM	805A_7D-36A-541-F13_yyyy_nnn_00_A
7D-F36/542-F18 DEPLOYED OPERATIONS RESOURCE MANAGEMENT	805A_7D-F36-542-F18_yyyy_nnn_00_A
7D-F37/542-F19 (CT) GFEBS COST MANAGEMENT	805A_7D-F37-542-F19-CT_yyyy_nnn_00_A
7D-F38/542-F20 (CT) GFEBS FINANCIALS	805A_7D-F38-542-F20-CT_yyyy_nnn_00_A
7D-F43/542-F25 (CT) PRINCIPLES OF COST ACCOUNTING & MGMT (PCAM)	805A_7D-F43-542-F25-CT_yyyy_nnn_00_A
7D-F44/542-F26 (CT) INTERMEDIATE COST ACCOUNTING AND MGMT (ICAM)	805A_7D- F44-542-F26-CT_yyyy_nnn_00_A

School Code 805C:

ATTRS Crs ID/Title/Phase	Blackboard Course ID
500-42A10 HUMAN RESOURCES SPECIALIST	805C_500-42A10_yyyy_nnn_00_A
500-42F10 HUMAN RESOURCES INFO SYS MGMT SPECIALIST	805C_500-42F10_yyyy_nnn_00_A
510-ASIE3 EXECUTIVE ADMINISTRATIVE ASSISTANT	805C_510-ASIE3_yyyy_nnn_00_A
7-12-C20B ADJUTANT GENERAL BASIC OFFICER LEADER-BRANCH	805C_7-12-C20B_yyyy_nnn_00_A
7-12-C22 ADJUTANT GENERAL CAPTAINS CAREER	805C_7-12-C22_yyyy_nnn_00_A
7-12-C23 ADJUTANT GENERAL CAPTAINS CAREER Phase 1	805C_7-12-C23_yyyy_nnn_01_A
7-12-C23 ADJUTANT GENERAL CAPTAINS CAREER Phase 3	805C_7-12-C23_yyyy_nnn_03_A
7-12-C32 HUMAN RESOURCES TECHNICIAN WOAC	805C_7-12-C32_yyyy_nnn_00_A
7-12-C33 HUMAN RESOURCES TECHNICIAN WOAC Phase 1	805C_7-12-C33_yyyy_nnn_01_A
7-12-C33 HUMAN RESOURCES TECHNICIAN WOAC Phase 2	805C_7-12-C33_yyyy_nnn_02_A
7A-SI4J/500-ASIF4 POSTAL SUPERVISOR	805C_7A-SI4J-500-ASIF4_yyyy_nnn_00_A
7C-420A HUMAN RESOURCES TECHNICIAN WOBC	805C_7C-420A_yyyy_nnn_00_A
7C-42H/500-F32 HUMAN RESOURCE MANAGEMENT QUALIFICATION (42H) Phase 2	805C_7C-42H-500-F32_yyyy_nnn_02_A

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7C-F25 ADJUTANT GENERAL PRE-COMMAND	805C_7C-F25_yyyy_nnn_00_A
7C-F47/500-F34 BRIGADE S-1 OPERATIONS	805C_7C-F47-500-F34_yyyy_nnn_00_A
7C-F48/500-F35 HUMAN RESOURCES PLANS AND OPERATIONS	805C_7C-F48-500-F35_yyyy_nnn_00_A
7C-FA42H HUMAN RESOURCE MANAGEMENT QUALIFICATION (42H)	805C_7C-FA42H_yyyy_nnn_00_A
7C-SI/ASI4J/500-ASIF5 POSTAL OPERATIONS	805C_7C-SI-ASI4J-500-ASIF5_yyyy_nnn_00_A

School Code 4960 (4960th MF Tng Bde-HI 80th Tng Cmd)

ATRRS Crs ID/Title/Phase	Blackboard Course ID
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 1	4960_805C-42A10-R_yyyy_nnn_01_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 2	4960_805C-42A10-R_yyyy_nnn_02_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 1	4960_805C-42A30-C45_yyyy_nnn_01_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 2	4960_805C-42A30-C45_yyyy_nnn_02_A

School Code 265 (5th Bde MFTB 94th Tng Div 80th Tng Cmd)

ATRRS Crs ID/Title/Phase	Blackboard Course ID
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 1	265_805A-36B10-R_yyyy_nnn_01_A
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 2	265_805A-36B10-R_yyyy_nnn_02_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 1	265_805C-42A10-R_yyyy_nnn_01_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 2	265_805C-42A10-R_yyyy_nnn_02_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 1	265_805C-42A30-C45_yyyy_nnn_01_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 2	265_805C-42A30-C45_yyyy_nnn_02_A
805C-42A40-C46 HUMAN RESOURCES SPECIALIST SLC Phase 1	265_805C-42A40-C46_yyyy_nnn_01_A
805C-42A40-C46 HUMAN RESOURCES SPECIALIST SLC Phase 2	265_805C-42A40-C46_yyyy_nnn_02_A

School Code A805 (4th Bde (PS) 94th Tng Div 80th Tng Cmd) – Fort Dix

ATRRS Crs ID/Title/Phase	Blackboard Course ID
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 1	A805_805A-36B10-R_yyyy_nnn_01_A
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 2	A805_805A-36B10-R_yyyy_nnn_02_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 1	A805_805A-36B30-C45_yyyy_nnn_01_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 2	A805_805A-36B30-C45_yyyy_nnn_02_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 1	A805_805A-36B40-C46_yyyy_nnn_01_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 2	A805_805A-36B40-C46_yyyy_nnn_02_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 1	A805_805C-42A10-R_yyyy_nnn_01_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 2	A805_805C-42A10-R_yyyy_nnn_02_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 1	A805_805C-42A30-C45_yyyy_nnn_01_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 2	A805_805C-42A30-C45_yyyy_nnn_02_A
805C-42A40-C46 HUMAN RESOURCES SPECIALIST SLC Phase 1	A805_805C-42A40-C46_yyyy_nnn_01_A

School Code F805 (4th Bde (PS) 94th Tng Div 80th Tng Cmd) – Fort Knox

ATTRS Crs ID/Title/Phase	Blackboard Course ID
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 1	F805_805A-36B10-R_ yyyy_nnn_01_A
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 2	F805_805A-36B10-R_ yyyy_nnn_02_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 1	F805_805A-36B30-C45_ yyyy_nnn_01_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 2	F805_805A-36B30-C45_ yyyy_nnn_02_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 1	F805_805A-36B40-C46_ yyyy_nnn_01_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 2	F805_805A-36B40-C46_ yyyy_nnn_02_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 1	F805_805C-42A10-R_ yyyy_nnn_01_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 2	F805_805C-42A10-R_ yyyy_nnn_02_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 1	F805_805C-42A30-C45_ yyyy_nnn_01_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 2	F805_805C-42A30-C45_ yyyy_nnn_02_A
805C-42A40-C46 HUMAN RESOURCES SPECIALIST SLC Phase 1	F805_805C-42A40-C46_ yyyy_nnn_01_A

School Code G805 (4th Bde (PS) 94th Tng Div 80th Tng Cmd) – Camp Parks

ATTRS Crs ID/Title/Phase	Blackboard Course ID
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 1	G805_805A-36B10-R_yyyy_nnn_01_A
805A-36B10 (R) FINANCIAL MANAGEMENT TECHNICIAN Phase 2	G805_805A-36B10-R_yyyy_nnn_02_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 1	G805_805A-36B30-C45_yyyy_nnn_01_A
805A-36B30-C45 FINANCIAL MGT TECH ALC Phase 2	G805_805A-36B30-C45_yyyy_nnn_02_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 1	G805_805A-36B40-C46_yyyy_nnn_01_A
805A-36B40-C46 FINANCIAL MANAGEMENT TECHNICIAN SLC Phase 2	G805_805A-36B40-C46_yyyy_nnn_02_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 1	G805_805C-42A10-R_yyyy_nnn_01_A
805C-42A10 (R) HUMAN RESOURCES SPECIALIST Phase 2	G805_805C-42A10-R_yyyy_nnn_02_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 1	G805_805C-42A30-C45_yyyy_nnn_01_A
805C-42A30-C45 HUMAN RESOURCES ALC Phase 2	G805_805C-42A30-C45_yyyy_nnn_02_A
805C-42A40-C46 HUMAN RESOURCES SPECIALIST SLC Phase 1	G805_805C-42A40-C46_yyyy_nnn_01_A

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

19. ANNEX G: JOB AID 07 – COPYING COURSES (FOR COURSE ADMINISTRATORS AND HIERARCHICAL DOMAIN ADMINISTRATORS)



**Job Aid
(JA-07)**

**Copying Courses
(for Course Administrators and
Hierarchical Domain Administrators)**

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

This Job Aid establishes standard procedures for copying courses and enrolling instructors and Teaching Assistants in newly created courses. Only SSI Domain Administrators and those individuals who have received training and given the role of Course Administrator and Hierarchical Domain Administrators are authorized to copy courses (4TH BDE Blackboard Administrators hold the Hierarchical Domain Administrator role.)

Blackboard's copy course option can be used in several different ways:

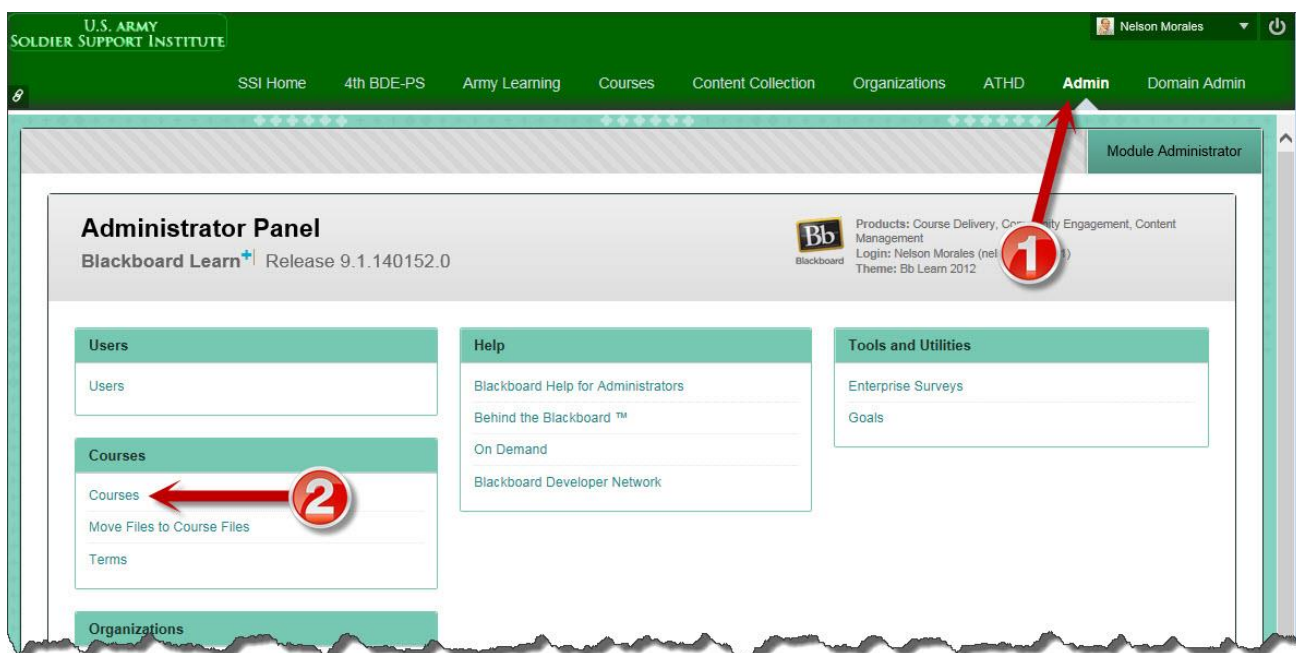
- Create an exact copy of a course, including enrollments
- Copy Selected course materials into a new course
- Copy selected course materials into an existing course to share content across several courses without having to recreate the content in each course
- Copy just enrollments (or enrollments and selected content and tools) to easily move users from one course to another.

NOTE: Domain, Hierarchical Domain, and Course Administrators do not need to be enrolled in a course to copy course content. Administrators should NOT create course shells; instead, they should create an exact copy of the course.

INSTRUCTIONS FOR SSI COURSE ADMINISTRATORS

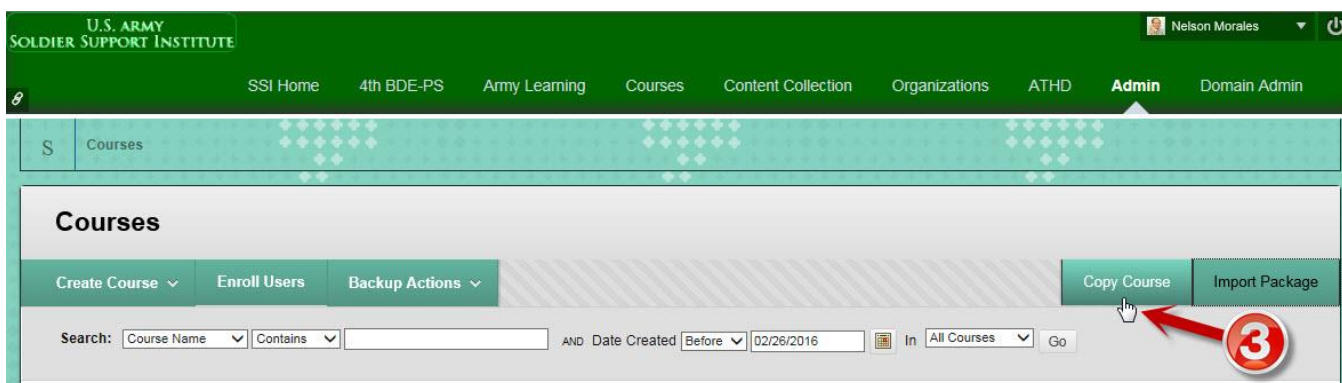
1. Create an exact copy of a course: Course Administrators/Hierarchical Domain Administrators must use this option when creating new classes.

a. Click the Admin link; then click the Courses link



Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

- b. Click the Copy Course button located on the upper right corner



(1) **SELECT COPY TYPE:** Always use “Copy Course with Users (Exact Copy)” option. This option ensures you make an identical copy of the course master.

The screenshot shows the 'Copy Course' form. At the top, there is a title 'Copy Course' and a description: 'Course copy can make an exact copy of the course. Course copy can also make a copy of some of the materials and create a new course or add the materials to an existing course. You must have manage permission on these files to make copies of them. [More Help](#)'. Below the description, there are two buttons: 'Cancel' and 'Submit'. The form is divided into two sections: 'SELECT COPY TYPE' and 'SELECT COPY OPTIONS'. In the 'SELECT COPY TYPE' section, there is a dropdown menu with three options: 'Copy Course Materials into a New Course', 'Copy Course Materials into an Existing Course', and 'Copy Course with Users (Exact Copy)'. The third option is highlighted with a red circle and the number 4. A callout box with a purple border and a red arrow pointing to the dropdown menu contains the text: 'SELECT COPY TYPE: Click the down arrow to view other copy type options. After Selecting "Copy Course with Users (Exact Copy)" other setting options will be made available.' Below the dropdown menu, there are two required fields: 'Source Course ID' and 'Destination Course ID', each with a 'Browse...' button. At the bottom of the form, there is a note: 'Click Submit to proceed. Click Cancel to go back.' and two buttons: 'Cancel' and 'Submit'.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(2) SELECT COPY OPTIONS: Browse for, paste or type the Source Course ID (the course master id i.e., 805C_7C-420A_2016_000_00_N). Then type the correct Destination Course ID. For example, for class 001 the correct id is 805C_7C-420A_2016_001_00_A.

NOTE: If you will be running multiple concurrent classes for an AIT class, add the letter "A", "B", or "C", etc., to the class iteration on the course id, i.e. 805C_500-42A10_2016_001A_00_A, 805C_500-42A10_2016_001B_00_A, 805C_500-42A10_2016_001C_00_A, etc.

SELECT COPY OPTIONS

* Source Course ID

* Destination Course ID

FILE ATTACHMENTS

Browsing for the course master is the best option. Refer to Job Aid 06, Course Naming Convention, for correct Blackboard courses IDs.

A screen similar to the one shown below will display when you click the Browse button:

Courses

Search:

Date Created

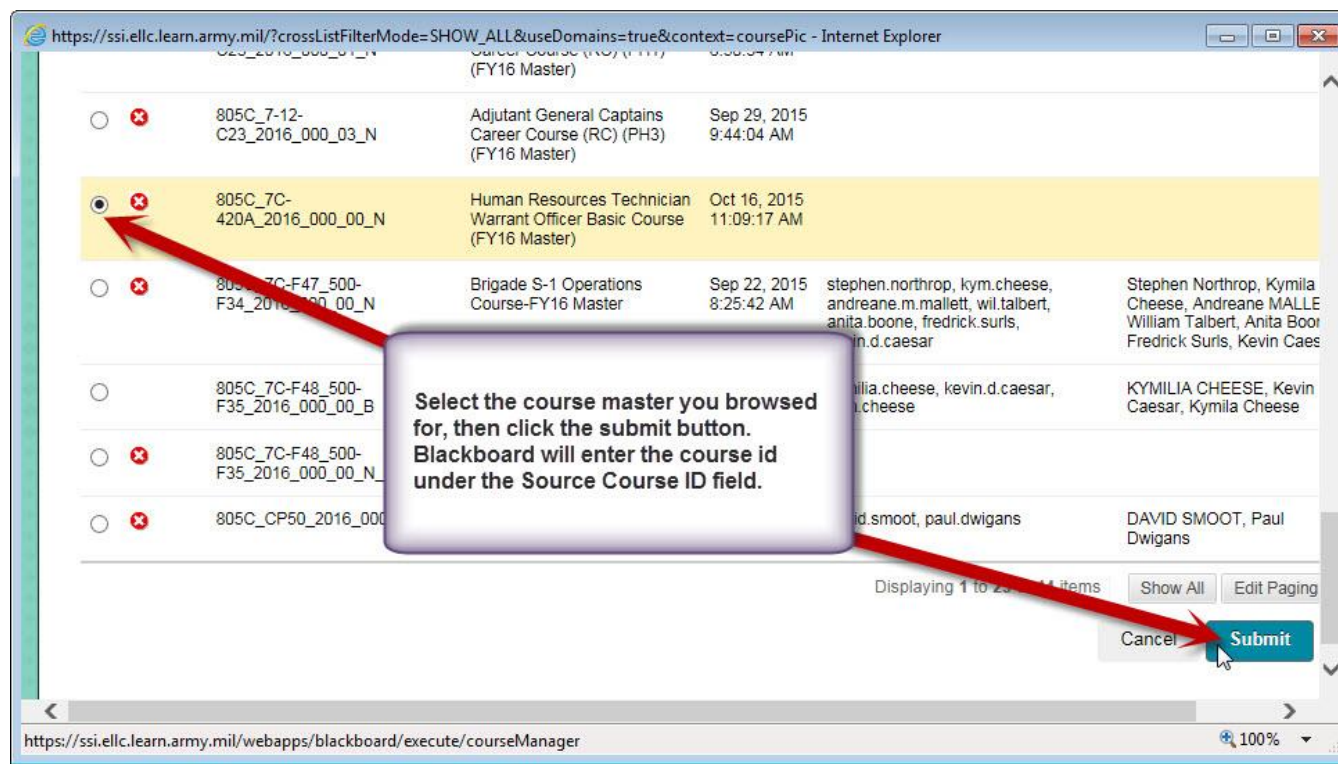
Enter dates as mm/dd/yyyy

No Courses Found

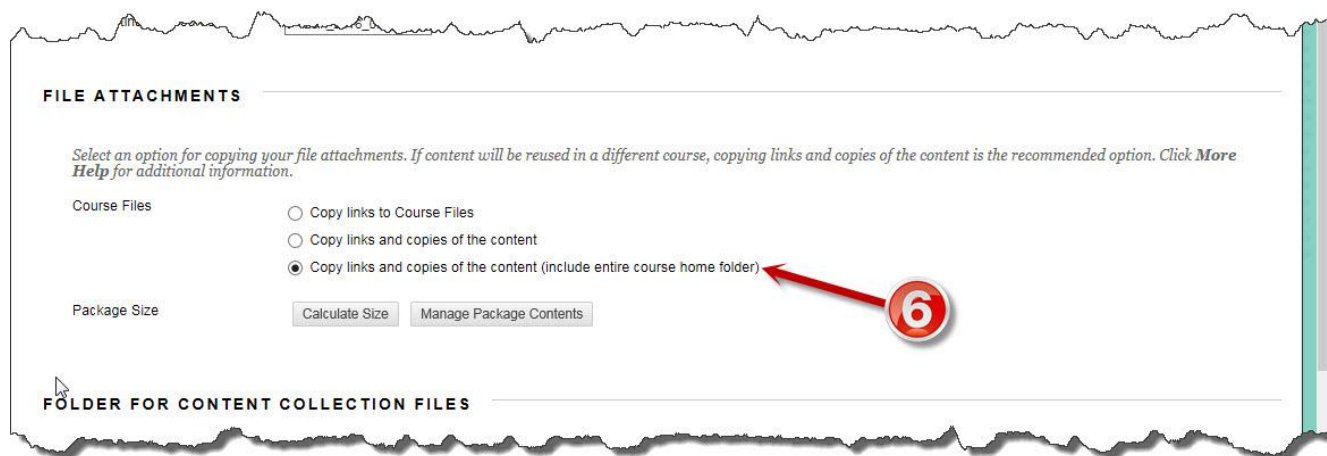
Type in the search field "FY16 Master" or other unique phrase in the title. Then click the Go button. Blackboard will display every course in the course catalog with the key phrase "fy16 master" in the title. Try to be more specific in your search for Blackboard to narrow down your search.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

After you enter a key word or phrase in the search field, Blackboard will display the search results similar to the screen shown below.



(3) FILE ATTACHMENTS: Select the option "Copy links and copies of the content (include entire course home folder)."



(4) FOLDER FOR CONTENT COLLECTION FILES: "Course Files Default Directory" option is selected by default. Do not change the selected option.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(5) **INSTITUTIONAL HIERARCHY NODES:** The only time you use this option is when you copy a Reserve Component (RC) course master. The SSI course administrator is responsible for copying RC course master directly to the 4th BDE-PS node, otherwise, 4th BDE domain or hierarchical sub-domain administrators will not be able to see their courses.

INSTITUTIONAL HIERARCHY NODES

Click Find Node to search for the nodes you would like to add this course to.

Add Node **Find Node**

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

Nodes

Search for and select nodes you would like to add this course to. If you don't see the nodes you are looking for, contact your System Administrator for additional permissions.

Search Name Contains 4th Go

Type 4th in the search field, then click the Go button. A screen similar to the one shown below will display showing the Nodes search result.

Nodes

Search for and select nodes you would like to add this course to. If you don't see the nodes you are looking for, contact your System Administrator for additional permissions.

Search Name Contains 4th Go

<input checked="" type="checkbox"/>	Name	Description	Parent Node	Identifier
<input checked="" type="checkbox"/>	4th BDE-PS		SSI	4th BDE-PS

Displaying 1 to 1 of 1 items Show All Edit Paging...

Cancel Submit

Select the 4th BDE-PS Node, then click the Submit button

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

INSTITUTIONAL HIERARCHY NODES

Click Find Node to search for the nodes you would like to add this course to.

Add Node

Nodes Added:

Name	Primary Node
4th BDE-PS	<input checked="" type="radio"/> Remove Node

Click Submit to proceed. Click Cancel to go back.

The course was added to the 4th BDE-PS Node as the Primary Node. If need to remove the course from the Node click the Remove Node link.

(6) Click the Submit button.

INSTITUTIONAL HIERARCHY NODES

Click Find Node to search for the nodes you would like to add this course to.

Add Node

Click Submit to proceed. Click Cancel to go back.

Click the Submit button to complete the course copy process

c. Repeat steps a and b for concurrent classes ensuring you use the correct Destination ID for the concurrent classes i.e., use 805C_500-42A10_2016_001A_00_A for the first class, 805C_500-42A10_2016_001B_00_A for a second concurrent class, use 805C_500-42A10_2016_001C_00_A for a third concurrent class, etc. Notice that the only change is the letter added to the class iteration 001.

NOTE: Do not copy another course until you receive an email informing you that the course has been copied. Making multiple copies of courses back to back may cause the courses to be placed on the queue and may take longer to copy.

d. After you receive an email notification telling you that the course has been copied, you need to search for the course just created so that you can change the course title. Doing an exact copy of a course inherits the source course title; therefore, you need to change it.

(1) Do steps 1 and 2 as shown in paragraph a above.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(2) In the Search Fields select Course ID and Equal to. Paste or type the class iteration id, i.e., 805C_7C-420A_2016_001_00_A and click Go.

The screenshot shows the 'Courses' search interface. At the top, there are tabs for 'Create Course', 'Enroll Users', and 'Backup Actions'. To the right are buttons for 'Copy Course' and 'Import Package'. Below these is a search bar with the following fields: 'Search: Course ID', 'Equal to', '805C_7C-420A_2016_001_00_A', 'AND Date Created Before 03/03/2016', 'In All Courses', and a 'Go' button. Red arrows point from a text box below to the 'Course ID', 'Equal to', the course ID text, and the 'Go' button. The text box contains the instruction: 'Select Course ID, Equal to, and type or paste the course id. Then click the Go button to effect the search.'

(3) When the search result displays, verify it is the course you just copied. A good indicator is the Date Created.

The screenshot shows the search results table. The first row is highlighted in yellow. The 'Course ID' and 'Date Created' columns are circled in red. A text box at the bottom provides instructions: 'Before making any changes to the course created, verify the Course ID and Date Created. Notice that the Course Name is inherited from the course master and could be easily mistaken as the original master or vice versa. The icon under the Status column means the course is not available to students.'

Status	Course ID	Course Name	Date Created	Instructor Username	Instructor Name	Data Source Key
✖	805C_7C_420A_2016_001_00_A	Human Resources Technician Warrant Officer Basic Course (FY16 Master)	10/16/15 11:23 AM	michael.l.armstead, ryan.reilly, somjai.ashford, robert.savage1, charmaine.hilliard	Michael Armstead, Ryan Reilly, Somjai Ashford, Robert Savage, Charmaine Hilliard	SYSTEM

Place the cursor on the course ID - you will see a down arrow appear at the end of the course ID. Click the down arrow and select Edit. **NOTE: Do not click the course link - doing so will take you to the course.**

The screenshot shows the course ID dropdown menu. The 'Edit' option is circled in red. A red arrow points from a text box below to the 'Edit' option. The text box contains the instruction: 'Click the down-arrow to view the contextual menu; then select Edit.'

Click the down-arrow to view the contextual menu; then select Edit.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(4) General Information: Replace the course name with the actual course name i.e., Human Resources Technician Warrant Officer Basic Course 001-16. Refer to Job Aid (JA-06), Course Naming Convention, for correct course title. The course title may contain additional information after the title such as the class iteration, location, etc.

GENERAL INFORMATION

Course Name: Human Resources Technician WOBC 001-16
Course ID: 805C_7C_420A_2016_001_00_A
Description: ☒ REC
This course is designed to provide AG warrant officers the Army officer foundation values, attributes, skills, and continue to develop the basic leadership skills and individual self-confidence necessary to meet branch specific challenges, fundamental individual skills (technical competence), demonstrate basic proficiency in Army tactical doctrine, and embody the physical fitness, "Warrior Ethos" and ethics in order to be ready for their initial assignment in Brigade. The course provides military human resources principles and procedures training. The training includes personnel management, actions, common military training, AG functions, Personnel Readiness Management, and human resources digital systems overviews.

Subject Area: Education
Discipline: Higher Education
Term: FY16
Select Courses to Merge: ☐

AVAILABILITY

Annotations: Red arrows point from callout boxes to the Course Name, Subject Area, Discipline, and Term fields. A callout box for the Description field states: "These settings can be setup in the Course master so that each time a copy is made, this info is copied over. NOTE: The use of the Term is not necessary, but if used, the Availability options must be modified."

(5) Availability: Set Available to No and for the Duration choose Select Dates; check both the Start Date and End Date; and enter the class start and end dates based on ATRRS. The instructor will make the course available to students. **NOTE: In cases where students are required to access course content prior to first day of class, instructors can change the Start Date or leave it blank to allow their students access the course content.**

AVAILABILITY

Available: ☐ Yes, ☒ No, ☐ Use Term Availability (FY16 is Available)
Duration: ☐ Continuous, ☒ Select Dates, ☐ Days from the Date of Enrollment, ☐ Use Term Duration (FY16 duration is From October 1, 2015 to September 30, 2016)
Start Date: 10/16/2015
End Date: 02/05/2016

Annotations: Red arrows point from callout boxes to the 'No' radio button, the 'Select Dates' radio button, and the Start/End Date fields. A callout box for the 'Use Term Availability' option states: "NOTE: The Use Term Availability and Use Term Duration options are visible and automatically selected only when Term option is selected under the General Information."

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(6) Guest Access: Leave as is – set to No.

(7) Categories: Verify that SSI_COURES (SSI COURSES) is listed on the right panel. If not, find it from the list on the right panel, select it, and move it to the right panel.

CATEGORIES

Items to Select	Selected Items
DO_NOT_EDIT_CATALOG (READ ME!!!)	SSI_COURES (SSI COURSES)
111th_MI_BDE_Courses (111th MI BDE)	
128TH_AVN_COURSES (128TH AVN COURSES)	
1-81_ARMOR_COURSES (1-81 ARMOR COURS	
18ABC_COURSES (18ABC COURSES)	
2-13TH_AVN_COURSES (2-13TH AVN COURSE	
222ND_AVN_COURSES (222ND AVN COURSES)	
AACoE_COURSES (AACoE COURSES)	

Invert Selection Select All Invert Selection Select All

INSTITUTIONAL HIERARCHY NODES

(8) Institutional Hierarchy Nodes: Use this option only when copying a course master for the Reserve Component. See paragraph b(5) above for procedure.

(9) Banner: If the course master has a banner, the banner will be copied. If the course master does not have a banner, you can add one by clicking the Browse button and finding the banner graphics. Banners must be no larger than 8" W x 1" H.

(10) Course Cartridge: Not used.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(11) **Enrollment Options:** To minimize enrollment errors, students should self enroll in a course.

The screenshot shows the 'ENROLLMENT OPTIONS' form in Blackboard. It has a torn paper border. The form contains the following elements:

- ENROLLMENT OPTIONS** (Section Header)
- ☐ Instructor / System Administrator
- ☐ Allow Students to Email Enrollment Request
- ☒ Self Enrollment
- ☐ Start Date [calendar icon] [time icon]
- Enter dates as mm/dd/yyyy. Time may be entered in any increment.*
- ☐ End Date [calendar icon] [time icon]
- Enter dates as mm/dd/yyyy. Time may be entered in any increment.*
- ☒ Require Access Code to Enroll [text input: !@*agwobc01-16]

Annotations:

- A purple box with text: **Select Self Enrollment and Require Access Code to Enroll. Ensure you use a complex access code.** with red arrows pointing to the 'Self Enrollment' radio button and the 'Require Access Code to Enroll' checkbox.
- A yellow box with text: **NOTE: Instructors can setup self enrollment period by entering a start and end date and time. Students won't be able to self enroll after the end date.**

At the bottom, the text 'LANGUAGE PACK' is partially visible.

(12) **Language Pack:** Leave as System Default.

(13) **Select Menu Style:** The menu style setup in the course master will be copied. If the background color and the text color are the same, change the text color to white or other color that is readable against the background.

(14) **Default Content View:** Leave as default – Icon and Text.

(15) Click the *Submit* button to effect the changes.

2. Now is time to enroll Instructors and Teaching Assistants in the course.

Ensure that you have their AKO user ID prior to continuing this step. Everyone you are enrolling in the course should have already logged into Blackboard. If they have never logged into Blackboard you will not be able to enroll them. **NOTE: The course you just copied contains enrollments of individuals that need to have access to the course such as course manager, course developer, etc. Do not remove those individuals from the course. As of October 2015, Instructors can no longer enroll other instructors in their courses. Course and Domain administrators are the only individuals who can add instructors to courses.**

- a. Click the Admin link.
- b. Click the Courses link.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

c. In the Search Fields select Course ID and Equal to. Paste or type the course ID for the course you just copied, i.e., R805_805A-36B30_2015_004A_01_A and click Go.

d. When the search result displays, place the cursor on the course ID – you will see a down arrow appear at the end of the course ID. Click the down arrow and select Enrollments.

NOTE: Do not click the course link - doing so will take you to the course.

The screenshot shows the 'Courses' page with a search bar containing '7C_420A_2016_001_00_A'. A dropdown menu is open, showing options like 'Open', 'Edit', 'Enrollments', 'Reports', etc. A red arrow points to 'Enrollments'. A callout box says: 'Click the down-arrow to view the contextual menu; then select Enrollments.'

e. Click *Enroll Users* button on the upper left corner.

f. Enter the instructor's AKO user id in the Username field, i.e., john.doe and change the role to Instructor / Teaching assistant. Then click the *Submit* button.

The screenshot shows the 'ENROLL USERS' form. The 'Username' field contains 'john.doe'. The 'Role' dropdown menu is set to 'Instructor'. A callout box says: 'Enter the instructor / teaching assistant's AKO user ID; then select Instructor or Teaching Assistant as appropriate.' Another callout box says: 'NOTE: You may choose to browse for the instructor / teaching assistant by selecting other search criteria such as last name.' A third callout box says: 'Click the Submit button to effect the enrollment.'

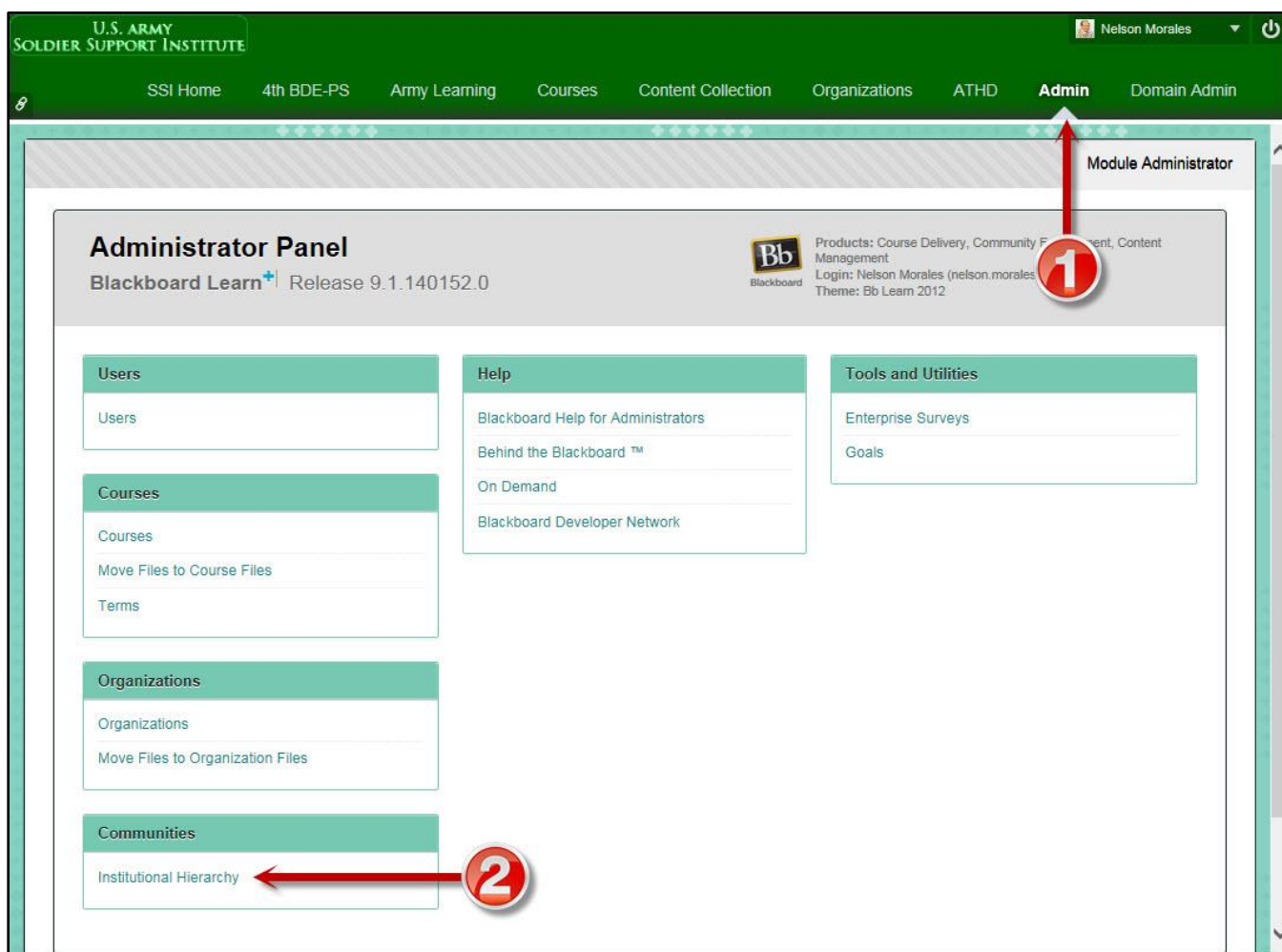
NOTE: Repeat steps above for other courses or concurrent classes i.e., 001B, 001C, etc.

INSTRUCTIONS FOR 4TH BDE HIERARCHICAL DOMAIN/COURSE ADMINISTRATORS

SSI course administrators are responsible for copying their course master to the 4th BDE-PS Hierarchical domain and enrolling the hierarchical domain administrator in such courses. SSI course administrators are also responsible for deleting the course master being replaced.

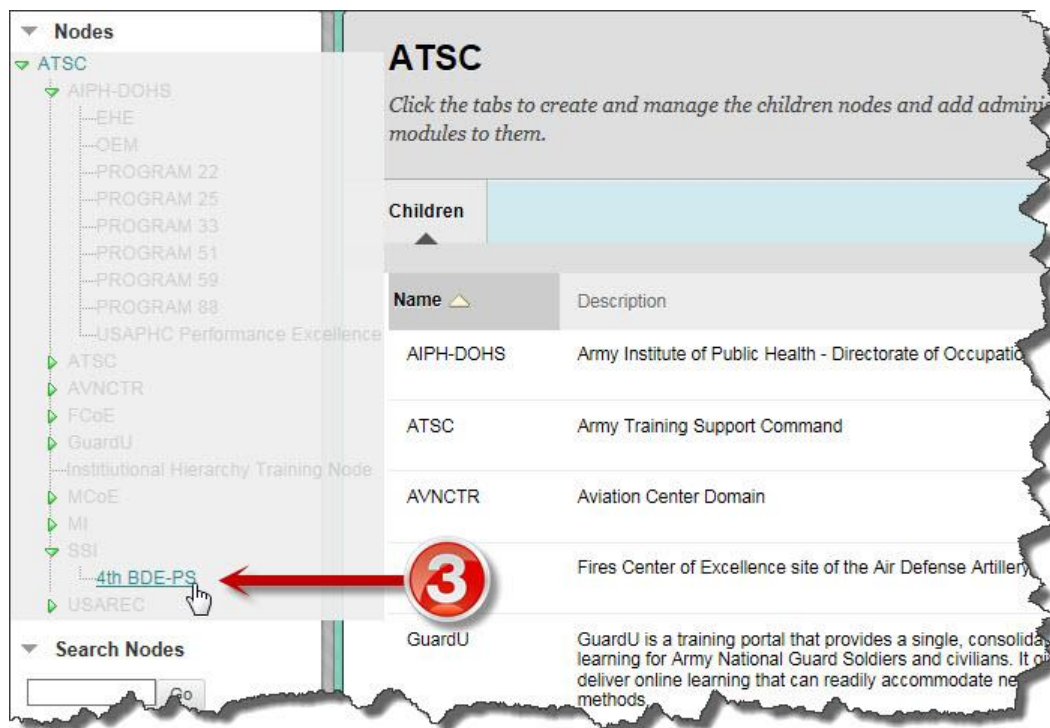
Once you, the hierarchical domain administrator, receive notification from one of the SSI's course administrators (42A10 – Mr. Johnnie Nelson, 42A30/40 – Mr. Johnnie Nelson, 36B – Mr. Joseph Frinks) that they have provided you a new copy of their course master, you and/or the Active-Duty Operational Support (ADOS)/Army Guard Reserve (AGR) course administrators can begin creating courses for their respective TTC. Courses should not be created more than 30 days out and must be made available to instructors NLT 15 days prior to class start date. To create classes from the course master do the following:

1. Access the 4th BDE-PS Institutional Hierarchy domain.
 - a. Click the Admin link, then click the Institutional Hierarchy link as shown on the graphic below:

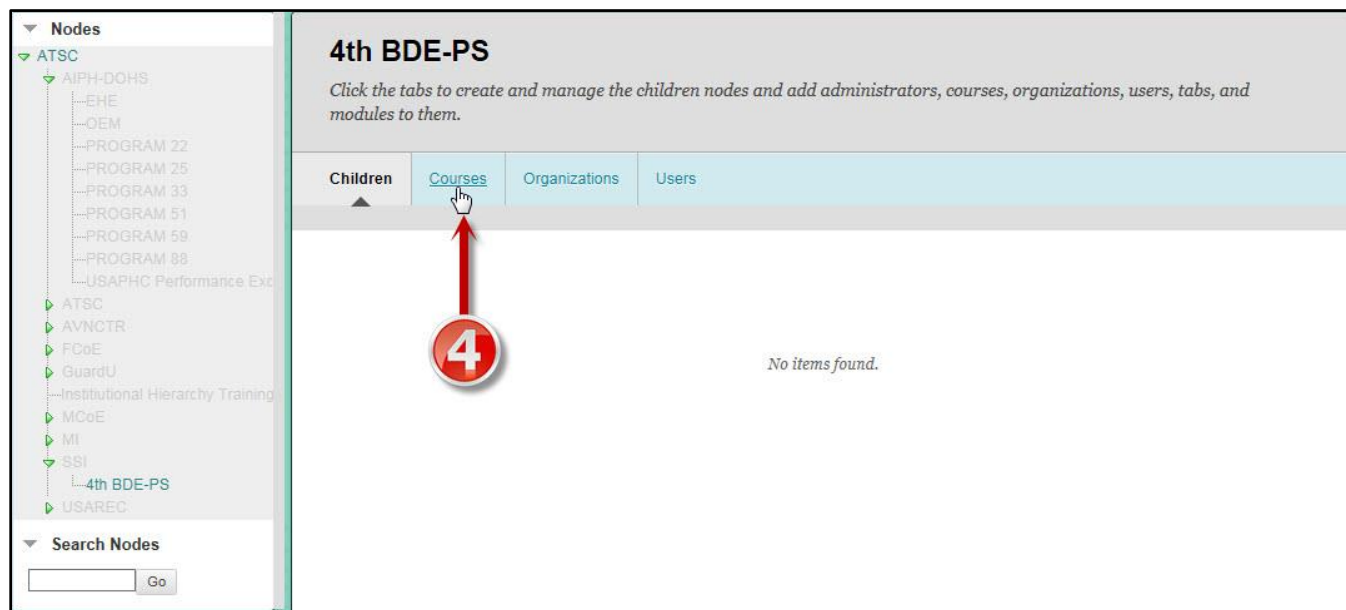


- b. Click the 4th BDE-PS Node from the nodes list.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)



c. Select the Courses tab.



Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

d. Select the Course Manager Tab.

The screenshot shows the '4th BDE-PS' course management interface. On the left is a 'Nodes' tree with '4th BDE-PS' selected. The main area has tabs for 'Children', 'Courses', 'Organizations', and 'Users'. Below these are 'Add Course' and 'Course Manager' buttons. A 'Show: All Courses' dropdown and a 'Go' button are present. A table lists courses, with the first row highlighted. A red arrow points to the 'Course Manager' button, which is circled in red with the number 5.

Status	Course ID	Course Name	4th BDE-PS
<input type="checkbox"/>	A805_805C-42A30-C45-R_2016_001A_02_A	Human Resources ALC ALM Phase 2 (CLS 001A) FORT DIX, NJ	4th BDE-PS

e. Select the Copy Course tab.

The screenshot shows the 'Courses' interface. At the top are tabs for 'Create Course', 'Enroll Users', 'Backup Actions', 'Copy Course', and 'Import Package'. Below these are search filters for 'Course Name', 'Date Created', and 'In'. A table lists courses, with the first row highlighted. A red arrow points to the 'Copy Course' button, which is circled in red with the number 6.

Status	Course ID	Course Name	Date Created	Instructor Username	Instructor Name	Data Source Key	Term
<input type="checkbox"/>	0-14-C45_042015_N	ALC-AIR DEFENSE ARTILLERY	4/7/15 10:21 AM	robert.stasik, sandra.pokorny, john.p.moore2, derek.p.bostic, andrew.boyer2, andrew.hillsman, thaniel.p...	Robert Stasik, Sandra Pokorny, John Moore, Derek Bostic, Andrew Boyer, Andrew Hillsman	SYSTEM	FY15

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(1) **SELECT COPY TYPE:** Select *Copy Course with Users (Exact Copy)* from the drop down list. You must always use this option.

Copy Course

Course copy can make an exact copy of the course. Course copy can also make a copy of some of the materials and create a new course or add the materials to an existing course. You must have manage permission on these files to make copies of them. [More Help](#)

* Indicates a required field.

Cancel Submit

SELECT COPY TYPE

* Select Copy Type

Copy Course Materials into a New Course
Copy Course Materials into an Existing Course
Copy Course with Users (Exact Copy)

SELECT COPY OPTIONS

* Source Course ID Browse...

* Destination Course ID

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

7

SELECT COPY TYPE: Click the down arrow to view other copy type options. After Selecting "Copy Course with Users (Exact Copy)" other setting options will be made available.

(2) **SELECT COPY OPTIONS:** Browse for, paste or type the Source Course ID (the course master ID i.e., R805_805C-42A30-C45-R_2016_000_02_N). Then type the correct Destination Course ID. For example, for class 001 the correct ID is A805_805C-42A30-C45-R_2016_001A_02_A. Refer to Annex F, JA-06, Course Naming Convention, for correct course ID for each of the training location (Ft Dix-A805, Ft Knox-F805, and Camp Parks-G805).

NOTE: If you will be running multiple concurrent classes, add the letter "A", "B", or "C", etc., to the class iteration on the course id, i.e. A805_805C-42A30-C45-R_2016_001A_02_A, A805_805C-42A30-C45-R_2016_001B_02_A, A805_805C-42A30-C45-R_2016_001C_02_A, etc.

* Select Copy Type

Copy Course with Users (Exact Copy)

SELECT COPY OPTIONS

* Source Course ID R805_805C-42A30-C45- Browse...

* Destination Course ID A805_805C-42A30-C45-R_2016_001A_02_A

8

Browsing for the course master is the best option. Refer to Job Aid 06, Course Naming Convention, for correct Blackboard courses IDs. NOTE: All RC course masters start with R805

FILE ATTACHMENTS

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

If you decide to browse for the course and you click the Browse button, a screen similar to the one shown below will display:

Courses

Search: **Course ID** **Starts with** R805 AND

Date Created Before 03/07/2016

Enter dates as mm/dd/yyyy

Go

No Courses Found

Change the search fields to "Course ID" and "Starts with" and type in the search field "R805" or other unique information in the course id. Then click the Go button. Blackboard will display every course in the course catalog where the course id starts with R805. Try to be more specific in your search for Blackboard to narrow down your search.

After you enter the search information as shown in the graphics above, Blackboard will display the search results like the screen shown below.

<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	R805_805C-42A30-C45-R_2016_000_02_NA	Human Resources ALC ALM Phase 2 (FY16 Master)	Feb 20, 2016 10:33:29 AM		
<input type="radio"/>	R805_805C-42A30-C45-R_2016_001A_02_A	Human Resources ALC ALM Phase 2 CLS 001A Camp Parks	Nov 4, 2015 9:12:00 PM	stephen.northrop, jaff.lin, fredrick.surls	Stephen Northrop, Jaff Lin, Fredrick Surls
<input type="radio"/>	R805_805C-42A30-C45-R_2016_001B_02_A	Human Resources ALC ALM Phase 2 CLS 001B Camp Parks	Nov 4, 2015 9:24:34 PM	stephen.northrop, arnold.lusby	Stephen Northrop, Arnold Lusby
<input type="radio"/>	R805_805C-42A30-C45-R_2016_001C_02_A			stephen.northrop, annmarie.n.kallhoff	Stephen Northrop, Annmarie Kallhoff
<input type="radio"/>	R805_805C-42A30-C45-R_2016_4BDE_001A_02_A			stephen.northrop, chasity.k.anderson,	Stephen Northrop, Chasity Anderson, Arnold Lusby
<input type="radio"/>	R805_805C-42A30-C45-R_2016_4BDE_001B_02_A	ALM Phase 2 CLS 001B Fort Knox	Nov 4, 2015 11:53:59 AM	stephen.northrop, timothy.s.fields	Stephen Northrop, Timothy Fields
<input type="radio"/>	R805_805C-42A30-C45-R_2016_4BDE_001C_02_A	Human Resources ALC ALM Phase 2 CLS 001C Fort Knox	Feb 20, 2016 12:23:13 PM	stephen.northrop, andrew.s.smith15	Stephen Northrop, Andrew Smith

Displaying 1 to 25 of 43 items

Cancel Submit

Select the course master you browsed for, then click the submit button. Blackboard will enter the course id under the Source Course ID field.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(3) **FILE ATTACHMENTS:** Select the option "Copy links and copies of the content (include entire course home folder)."

FILE ATTACHMENTS

Select an option for copying your file attachments. If content will be reused in a different course, copying links and copies of the content is the recommended option. Click **More Help** for additional information.

Course Files

- ☐ Copy links to Course Files
- ☐ Copy links and copies of the content
- ☒ Copy links and copies of the content (include entire course home folder)

Package Size

FOLDER FOR CONTENT COLLECTION FILES

(4) **FOLDER FOR CONTENT COLLECTION FILES:** "Course Files Default Directory" option is selected by default. Do not change the selected option.

(5) **INSTITUTIONAL HIERARCHY NODES:** All RC courses must be added to the 4th BDE-PS Node, otherwise, 4th BDE domain or hierarchical sub-domain administrators will not be able to see their courses. Courses are added to a node as follows:

INSTITUTIONAL HIERARCHY NODES

Click **Find Node** to search for the nodes you would like to add this course to.

Add Node

Click **Submit** to proceed. Click **Cancel** to go back.

Click the **Find Node** button. The Nodes search screen similar to the the graphics shown below will pop-up.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierachical Domain Administrators)

Nodes

Search for and select nodes you would like to add this course to. If you don't see the nodes you are looking for, contact your System Administrator for additional permissions.

Search

Type 4th in the search field, then click the Go button. A screen similar to the one shown below will display showing the Nodes search result.

Nodes

Search for and select nodes you would like to add this course to. If you don't see the nodes you are looking for, contact your System Administrator for additional permissions.

Search

<input checked="" type="checkbox"/>	Name	Description	Parent Node	Identifier
<input checked="" type="checkbox"/>	4th BDE-PS		SSI	4th BDE-PS

Displaying 1 to 1 of 1 items

Select the 4th BDE-PS Node, then click the Submit button

INSTITUTIONAL HIERARCHY NODES

Click Find Node to search for the nodes you would like to add this course to.

Add Node

Nodes Added:

Name	Primary Node
4th BDE-PS	<input checked="" type="radio"/> <input type="button" value="Remove Node"/>

Click Submit to proceed. Click Cancel to go back.

The course was added to the 4th BDE-PS Node as the Primary Node. If need to remove the course from the Node click the Remove Node link.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(6) Click the Submit button.

f. Repeat steps a through e above for concurrent classes ensuring you use the correct Destination ID for the concurrent classes i.e., use A805_805C-42A30-C45-R_2016_001A_02_N for the first class, A805_805C-42A30-C45-R_2016_001B_02_N for a second concurrent class, use A805_805C-42A30-C45-R_2016_001C_02_N for a third concurrent class, etc. Notice that the only change is the letter added to the class iteration 001.

NOTE: Do not copy another course until you receive an email informing you that the course has been copied. Making multiple copies of courses back to back may cause the courses to be placed in the queue and may take longer to copy.

g. After you receive an email notification telling you that the course has been copied, you need to search for the course just created so that you can change the course title. Doing an exact copy of a course inherits the source course title; therefore, you need to change it.

(1) Do steps 1 through 5 as shown in paragraph 1a through 1d above.

(2) In the Search Fields select Course ID and Equal to. Paste or type the class iteration id, i.e., A805_805C-42A30-C45-R_2016_001A_02_N and click Go.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(3) When the search result displays, verify it is the course you just copied. A good indicator is the Date Created.

The screenshot shows a table of courses. The first row is highlighted. The Course ID is circled in red, and the Date Created is also circled in red. A purple callout box contains the following text:

Before making any changes to the course created, verify the Course ID and Date Created. Notice that the Course Name is inherited from the course master and could be easily mistaken as the original master or vice versa. The icon under the Status column means the course is not available to students.

Status	Course ID	Course Name	Date Created	Instructor Username	Instructor Name	Data Source Key
<input checked="" type="checkbox"/>	A805_805C-42A30-C45-R_2016_001A_02_A	Human Resources ALC ALM Phase 2 (FY16 Master)	1/13/16 11:31 AM			SYSTEM

Place the cursor on the course ID - you will see a down arrow appear at the end of the course ID. Click the down arrow and select Edit. **NOTE: Do not click the course link - doing so will take you to the course.**

The screenshot shows the course list interface with a contextual menu open over the Course ID. The 'Edit' option is highlighted. A red arrow points from the 'Edit' option to the Course ID. A purple callout box contains the following text:

Click the down-arrow to view the contextual menu; then select Edit.

Displaying 1 to 1 of 1 items

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(4) General Information: Replace the course name with the actual course name i.e., Human Resources ALC ALM Phase 2 (CLS 001A) FORT DIX, NJ. Refer to Job Aid (JA-06), Course Naming Convention, for correct course title. The course title may contain additional information after the title such as the class iteration, location, etc.

The screenshot shows the 'GENERAL INFORMATION' section of a course creation form. The 'Course Name' field contains 'Human Resources ALC ALM Phase 2 (CLS 001A) FORT DIX, NJ'. The 'Course ID' is 'A805_805C-42A30-C45-R-2016_001A_02_A'. The 'Description' field has a 'REC' button. The 'Subject Area' is 'Education', 'Discipline' is 'Higher Education', and 'Term' is '--'. The 'Select Courses to Merge' checkbox is unchecked. Red arrows point from callout boxes to the Course Name, Subject Area, Discipline, and Term fields.

GENERAL INFORMATION

Course Name: Human Resources ALC ALM Phase 2 (CLS 001A) FORT DIX, NJ

Course ID: A805_805C-42A30-C45-R-2016_001A_02_A

Description: REC

Subject Area: Education

Discipline: Higher Education

Term: --

Select Courses to Merge: ☐

Annotations:

- Replace with the actual course name. In this example, this is a Fort Dix course; therefore Fort Dix was added after the course name. Refer to Annex F, Job Aid 06, Course Naming Convention for correct course name.
- These settings can be setup in the Course master so that each time a copy is made, this info is copied over. NOTE: The use of the Term is not necessary, but if used, the Availability options must be modified.

(5) Availability: Set Available to No and for the Duration choose Select Dates; check both the Start Date and End Date; and enter the class start and end dates based on ATRRS. The instructor will make the course available to students. **NOTE: In cases where students are required to access course content prior to first day of class, instructors can change the Start Date or leave it blank to allow their students access the course content.**

The screenshot shows the 'AVAILABILITY' section of the course creation form. The 'Available' radio button is set to 'No'. The 'Duration' radio button is set to 'Select Dates'. The 'Start Date' is '01/17/2016' and the 'End Date' is '01/31/2016'. The 'Days from the Date of Enrollment' radio button is selected. Red arrows point from callout boxes to the 'No' radio button, the 'Select Dates' radio button, and the 'Start Date' and 'End Date' fields. A yellow note box is also present.

AVAILABILITY

Available: ☐ Yes ☒ No

Duration: ☐ Continuous ☒ Select Dates ☐ Days from the Date of Enrollment

Start Date: 01/17/2016
Enter dates as mm/dd/yyyy

End Date: 01/31/2016
Enter dates as mm/dd/yyyy

Annotations:

- Select or change to No. Instructor will make course available.
- Select or change to Select Dates and enter Start and End dates based on ATRRS information.

NOTE: The Use Term Availability and Use Term Duration options are visible and automatically selected only when Term option is selected under the General Information.

(6) Guest Access: Leave as is – set to No.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(7) Categories: Verify that SSI_COURES (SSI COURSES) is listed on the right panel. If not, find it from the list on the right panel, select it, and move it to the right panel.

CATEGORIES

Items to Select	Selected Items
DO_NOT_EDIT_CATALOG (READ ME!!!)	SSI_COURES (SSI COURSES)
111th_MI_BDE_Courses (111th MI BDE)	
128TH_AVN_COURSES (128TH AVN COURSES)	
1-81_ARMOR_COURSES (1-81 ARMOR COURSES)	
18ABC_COURSES (18ABC COURSES)	
2-13TH_AVN_COURSES (2-13TH AVN COURSE)	
222ND_AVN_COURSES (222ND AVN COURSES)	
AACoE_COURSES (AACoE COURSES)	

Invert Selection Select All Invert Selection Select All

INSTITUTIONAL HIERARCHY NODES

(8) Institutional Hierarchy Nodes: The copied course should already be added to the 4th BDE-PS Node. If not, add RC courses to the 4th BDE-PS Nodes following the instructions in this Job Aid.

(9) Banner: If the course master has a banner, the banner will be copied. If the course master does not have a banner, you can add one by clicking the Browse button and finding the banner graphics. Banners must be no larger than 8" W x 1" H.

(10) Course Cartridge: Not used.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(11) Enrollment Options: To minimize enrollment errors, students should self enroll in a course.

The screenshot shows the 'ENROLLMENT OPTIONS' form in Blackboard. It has a torn paper border. The form contains the following elements:

- ENROLLMENT OPTIONS** (Section Header)
- ☐ Instructor / System Administrator
- ☐ Allow Students to Email Enrollment Request
- ☒ Self Enrollment
- ☐ Start Date [calendar icon] [time icon]
- Enter dates as mm/dd/yyyy. Time may be entered in any increment.*
- ☐ End Date [calendar icon] [time icon]
- Enter dates as mm/dd/yyyy. Time may be entered in any increment.*
- ☒ Require Access Code to Enroll [text input: !@*agwobc01-16]

Annotations:

- A purple box with text: **Select Self Enrollment and Require Access Code to Enroll. Ensure you use a complex access code.** with red arrows pointing to the 'Self Enrollment' radio button and the 'Require Access Code to Enroll' checkbox.
- A yellow note box with text: **NOTE: Instructors can setup self enrollment period by entering a start and end date and time. Students won't be able to self enroll after the end date.**

At the bottom, the text 'LANGUAGE PACK' is partially visible.

(12) Language Pack: Leave as System Default.

(13) Select Menu Style: The menu style setup in the course master will be copied. If the background color and the text color are the same, change the text color to white or other color that is readable against the background.

(14) Default Content View: Leave as default – Icon and Text.

(15) Click the *Submit* button to effect the changes.

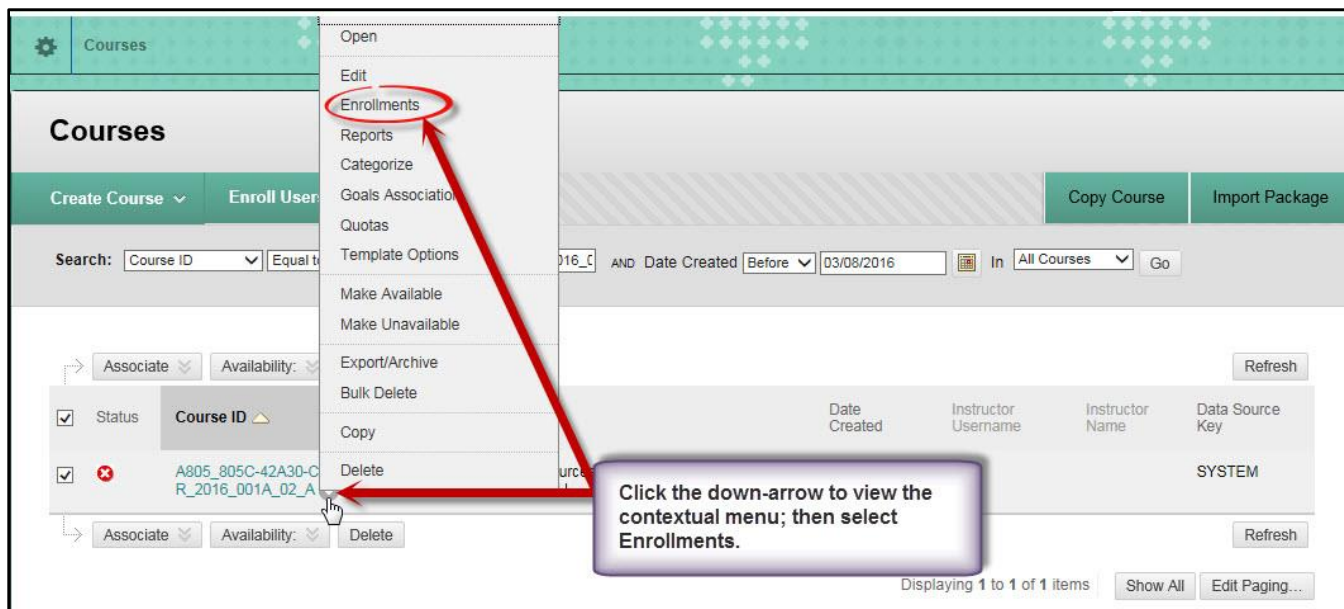
2. Now is time to enroll Instructors and Teaching Assistants in the course.

Ensure that you have their AKO user ID prior to continuing with this step. Everyone whom you are enrolling in the course should have already logged in to Blackboard. If they have never logged into Blackboard you will not be able to enroll them.

NOTE: The course you just copied contains enrollments of individuals that need to have access to the course such as course manager, course developer, etc. Do not remove those individuals from the course. As of October 2015, Instructors can no longer enroll other instructors in their courses. Course and Domain/Hierarchical Domain administrators are the only individuals who can add instructors to courses.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

a. If you cannot see the course you just copied, search for the course. Otherwise, place the cursor on the course ID – you will see a down arrow appear at the end of the course ID. Click the down arrow and select Enrollments. **NOTE: Do not click the course link - doing so will take you to the course.**



b. Click *Enroll Users* button on the upper left corner.



Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

c. Enter the instructor's AKO user ID in the Username field, i.e., john.doe and change the role to Instructor/Teaching assistant. Then click the *Submit* button.

ENROLL USERS

Enter one or more Usernames. Separate multiple Usernames with commas. Click **Browse** to search.

✱ Username:

Role:

Enrollment Availability: ☒ Yes ☐ No

Click Submit to proceed. Click Cancel to return.

Annotations:

- Red arrows point from the text "Enter the instructor / teaching assistant's AKO user ID; then select Instructor or Teaching Assistant as appropriate." to the Username and Role fields.
- A yellow note box says: "NOTE: You may choose to browse for the instructor / teaching assistant by selecting other search criteria such as last name."
- A purple box says: "Click the Submit button to effect the enrollment." with a red arrow pointing to the Submit button.

NOTE: Repeat steps above for other courses or concurrent classes i.e., 001B, 001C, etc.

3. Completed courses must be deleted from Blackboard NLT five (5) days from course completion date.

a. The Hierarchical Domain Administrators must monitor all courses within their domain to ensure completed courses are removed from Blackboard within the prescribed timeframe. The Hierarchical Domain Administrator may delete, without prior notification, courses that have been completed more than five days.

b. Courses Administrators must delete their TTC's completed courses from Blackboard NLT five (5) days after course completion date. To delete a course, do the following:

(1) Search for the course within the 4th BDE-PS Node. Select the course(s), then click the Delete button. **NOTE: The Delete action is final and cannot be undone.**

Courses

Create Course ▾ Enroll Users Backup Actions ▾ Copy Course Import Package

Search: Course ID ▾ Equal to ▾ A805_805C-42A30-C45-R_2016_C AND Date Created Before ▾ 03/08/2016 In All Courses ▾ Go

Associate ▾ Availability: ▾ Delete ☒ 1 items have been selected. Refresh

✓	Status	Course ID	Course Name	Instructor Name	Data Source Key
<input checked="" type="checkbox"/>		A805_805C-42A30-C45-R_2016_001A_02_A	Human Resources ALC ALM Phase 2 (CLS 001A) FORT DIX, NJ	1/13/16 11:31 AM	SYSTEM

Associate ▾ Availability: ▾ Delete Refresh

Displaying 1 to 1 of 1 items Show All Edit Paging...

Annotations:

- Red arrows point from the text "Select the course(s), then click the Delete button." to the Delete button and the checkbox in the course list.

Annex G: Job Aid 07 – Copying Courses (for Course Administrators and Hierarchical Domain Administrators)

(2) You will see a User Alert popup window with an option to delete or maintain course files. You want to delete the course as well as all of its files.



20. ANNEX H: JOB AID 08 – BLACKBOARD EXEMPLARY COURSE RUBRIC



**Job Aid
(JA-08)**

Blackboard Exemplary Course Rubric

Blackboard Exemplary Course Rubric

The Exemplary Course Rubric provides Blackboard Course Managers and Training Developers best practices in four major areas: Course Design, Interaction & Collaboration, Assessment, and Learner Support.

SCORES AND VALUES IN THE EXEMPLARY COURSE RUBRIC

The Exemplary Course Rubric uses numerical point values for each standard. These point values (from 1 to 5) have been assigned to indicate the relative importance of that standard, with values of 5 representing compulsory standards. Compulsory standards must be met in order for a course to be considered an Exemplary course. The 14 compulsory standards are as follows:

1. Goals and objectives are clearly written, appropriate for the course level, and aligned to desired outcomes.
2. Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules).
3. It is clear how the instructional strategies will enable learners to reach course goals and objectives (e.g., instructions or overview of course activities is provided and aligned to course objectives).
4. Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, video, and course orientation) and how to proceed.
5. The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation.
6. Course files (e.g., documents, PDFs, and presentations) are easily readable by assistive technologies (e.g., screen readers, screen magnification).
7. A rubric or equivalent grading document is included to explain how participation will be evaluated.
8. It is clear to students how performance in an assessment will be evaluated (e.g. rubric, equivalent grading document, section in syllabus).
9. Assessment activities occur frequently throughout the duration of the course.
10. Multiple types of assessments are used (e.g., research project, objective test, discussions, etc.).
11. Orientation materials explain how to navigate both the LMS and the course.
12. Contact information for the instructor is easy to find.
13. Course/Instructor policies (e.g., decorum, behavior, and netiquette) are included and easy to find.
14. Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion.

There are 191 total points available in the Exemplary Course Rubric. In order to receive an Exemplary course rating, a score of at least 85% must be earned. Ratings of Compelling and Promising will be awarded with scores of 80% and 70%, respectively.

Exemplary 85% (163 points or more)

Compelling 80% (153 – 162 points)

Promising 70% (134 – 152 points)

COURSE DESIGN

Course Design addresses elements of instructional design. For the purpose of this rubric, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

INTERACTION AND COLLABORATION

Interaction and Collaboration can take many forms. The Exemplary Course Rubric criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

ASSESSMENT

Assessment focuses on instructional activities designed to measure progress toward learning outcomes, provide feedback to students and instructors, and/or enable grading or evaluation. This section addresses the quality and type of student assessments within the course.

LEARNER SUPPORT

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Learner support resources address a variety of student services.

Annex H: Job Aid 08 – Blackboard Exemplary Course Rubric

Standard Categories and Subcategories	Exemplary Standard	Max Points	Your Course Points
1.0 Course Design			
Goals and Objectives	1.1 Goals and objectives are clearly written, appropriate for the course level, and aligned to desired outcomes.	5	
	1.2 Goals and objectives are easily located within the course visible in a variety of areas (e.g., within the syllabus and each individual learning unit).	4	
	1.3 Goals and objectives are written in measurable outcomes (e.g., learners know what they are expected to be able to do).	4	
Content Composition and Structure	1.4 Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules).	5	
	1.5 Content is enhanced with multimedia (e.g., video, audio, images, interactive learning objects).	4	
	1.6 Navigation is intuitive.	3	
	1.7 Low-cost or no-cost materials are used when available.	1	
Learner Engagement	1.8 It is clear how the instructional strategies will enable learners to reach course goals and objectives (e.g., instructions or overview of course activities is provided and aligned to course objectives).	5	
	1.9 Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, video, course orientation) and how to proceed.	5	
Technology Use	1.10 Blackboard tools are used to reduce the labor intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials).	4	
	1.11 Technology available in the course is used to facilitate learning by engaging learners with course content.	3	
	1.12 Technologies are used creatively in ways that transcend traditional, teacher-centered instruction (e.g., peer-led instruction, technology-supported learner choice, flipped classroom).	3	

Annex H: Job Aid 08 – Blackboard Exemplary Course Rubric

Standard Categories and Subcategories	Exemplary Standard	Max Points	Your Course Points
Accessibility of Course Design	1.13 The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation.	5	
	1.14 Course files (e.g., documents, PDFs, presentations) are easily readable by assistive technologies (e.g., screen readers, screen magnification).	5	
	1.15 Course materials support multiple learning preferences (e.g., visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching)).	3	
	1.16 Design factors such as color, text size manipulations, audio and video controls, and alt text reflect universal accessibility considerations.	2	
2.0 Interaction and Collaboration			
Communication Strategies	2.1 Synchronous communication activities benefit from real-time interactions (e.g., students gain practice discussing course content extemporaneously in office hours, exam review sessions, student-led live meetings, real-time class meetings).	4	
	2.2 There are opportunities for synchronous (e.g., live meetings, chat) and/or asynchronous (e.g., discussion board, email) interaction, as appropriate.	3	
	2.3 Communication strategies promote critical reflection or other higher order thinking aligned with learning objectives.	3	
Development of Learning Community	2.4 Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills (e.g., teamwork, cooperation, negotiation, consensus-building).	4	
	2.5 Learner-to-learner and learner-to-instructor interactions are required as part of the course.	3	
	2.6 Activities are designed to help build a sense of community, rather than each learner perceiving himself/herself studying independently.	2	
Interaction Logistics	2.7 A rubric or equivalent grading document is included to explain how participation will be evaluated.	2	
	2.8 Examples of quality communications (e.g., what constitutes a “good” response) are provided to the student.	5	
	2.9 Instructions are written clearly (e.g., quantity of interactions, levels of participation) and presented inline.	4	

Annex H: Job Aid 08 – Blackboard Exemplary Course Rubric

Standard Categories and Subcategories	Exemplary Standard	Max Points	Your Course Points
3.0 Assessment			
Learner Expectations	3.1 It is clear to students how performance in an assessment(s) will be evaluated (e.g. rubric, equivalent grading document, section in syllabus).	5	
	3.2 Assessments align to goals, objectives, and content and are visible to the learner.	4	
	3.3 Instructions are written clearly (e.g., grading, acceptable file formats, due dates, number of attempts, required posts) and presented inline.	4	
	3.4 Examples of quality work are provided to the student.	4	
Assessment Design	3.5 Assessment activities occur frequently throughout the duration of the course.	5	
	3.6 Multiple types of assessments are used (e.g., research project, objective test, discussions).	5	
	3.7 Assessments are designed to mimic authentic environments to facilitate knowledge transfer (e.g., role-playing, scenario-based questions, clinical experience, practicum).	4	
Learner Self-Assessment	3.8 Opportunities for learner self-assessment are provided (e.g., practice test, journal, self-reflection, quiz).	2	
	3.9 Self-assessments provide constructive, meaningful feedback.	2	
4.0 Learner Support			
Orientation to Course and Blackboard	4.1 Orientation materials explain how to navigate both the Blackboard and the course.	5	
	4.2 Orientation materials are found easily (few clicks) with clear return to other areas of the course.	3	
	4.3 Information regarding required/optional technology, including how to access/acquire, and any additional costs, is provided.	3	
Instructor Contact Information & Communication	4.4 Contact information for the instructor is easy to find.	5	
	4.5 The instructor's methods of collecting and returning work are clearly explained.	4	
	4.6 Acceptable communication methods for contacting the instructor are identified and included (e.g., email, phone, chat, social media).	4	
	4.7 Expected response time for instructor replies is included.	3	
	4.8 The instructor's role within the course is explained.	3	

Annex H: Job Aid 08 – Blackboard Exemplary Course Rubric

Standard Categories and Subcategories	Exemplary Standard	Max Points	Your Course Points
Course / Institutional Policies & Support	4.9 Course/instructor policies (e.g., decorum, behavior, netiquette) are included and easy to find.	5	
	4.10 Links to institutional policies (e.g., academic honesty policies), materials, and forms relevant for learner success are included and easy to find.	4	
	4.11 Links to institutional services (e.g., tech support, help desk, library, writing center) are included and easy to find.	4	
	4.12 Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find.	4	
Accessibility and Technical Factors for Learner Support	4.13 Alternative file types are provided (e.g., learner needs and/or choice, availability).	3	
	4.14 Lengthy/large files are broken into smaller segments for improved content consumption and usability (e.g., six 10-minute audio/video files versus a single 60 minute file, five 10-page documents versus a single 50 page document).	2	
	4.15 Multimedia is optimized for web delivery (e.g., videos are streamed whenever possible, graphics are optimized for web delivery).	2	
	4.16 Course materials use standard formats to ensure usability.	1	
	4.17 If technology is required for a specific learning activity, the link to that technology is included with the instructions.	1	
Feedback	4.18 Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion.	5	
	4.19 Feedback mechanisms allow learners to participate anonymously in course evaluation.	3	
Points Total		191	



DEPARTMENT OF THE ARMY
U.S.ARMY SOLDIER SUPPORT INSTITUTE
TRAINING DEVELOPMENT DIRECTORATE
10000 HAMPTON PARKWAY
FORT JACKSON, SOUTH CAROLINA 29207-7025

ATSG-TD

11 February 2022

MEMORANDUM FOR Director, Training Development Directorate, US Army Soldier Support Institute, Fort Jackson, SC 29207

SUBJECT: Blackboard SOP Approval

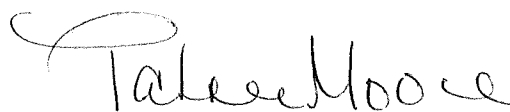
1. PURPOSE: To establish roles, responsibilities and procedures for all Soldier Support Institute (SSI) organizations, to include Reserve Component units with the responsibility for developing, reviewing, revising, and executing training and electronic testing of online courses for blended instruction delivered using the Army Training Support Center (ATSC) Enterprise Lifelong Learning Center (ELLC) Blackboard (Bb) SSI domain. This SOP will facilitate the effective and efficient use of the SSI Bb Program to provide the best possible training for our Soldiers and Civilians.

2. RESPONSIBILITIES: This SOP applies to all Soldier Support Institute (SSI) organizations, to include Reserve Component units, and designates the Director, Training Development Directorate (TDD) with responsibility to oversee the management and administration of the SSI Bb Program.

3. RECOMMENDATION. Director sign approving this SOP.

4. This SOP will remain in effect until rescinded or suspended. Proponent for periodic review of this SOP is the Training Development Directorate, US Army Soldier Support Institute.

APPROVED ☒ DISAPPROVED ☐ SEE ME ☐ COMMENT ☐


TAHNEE L MOORE
Director, Training Development
Directorate