

Butte College Online Course Development Summary for Instructors

Revised June 5, 2009 - This is a living document revised yearly or as needed.

Thinking of teaching an online or hybrid course? Starting from scratch (assuming you have no online course development experience), here are the five steps for Butte College faculty:

1. Academic Department Coordination

Let your chair and colleagues know if you are interested in teaching an online or hybrid course. Discuss your plans and intent to have such a course scheduled in a future term.

2. Curriculum Committee Approval

Obtain approval from the Curriculum Committee by completing the Distance Learning Modality Change form via the CurricUNET system.

3. Blackboard Learning Institute Training

Get yourself up to speed as an online instructor by completing the Blackboard Learning Institute offered by the Technology Mediated Instruction (TMI) department. The Institute is segmented into five workshops and a four-week capstone online course:

- *Introduction to Blackboard*
- *Course Management*
- *Assignments*
- *Assessments*
- *Communication*
- *IDST-10 - Training for Online Instructors (1.5-unit course) ONLINE ONLY*

A \$750 stipend or 2 units toward column/longevity movement is available to those who complete the program. Current faculty are not charged the \$20/unit fee, and other fees are waived by request.

4. TMI Staff Consultations

Utilize consultations from Instructional Technology Specialists in TMI (Chris Palmarini and Dave Stephens) to assist you in planning the course development process.

5. Distance Learning Committee Approval

When the online or hybrid course is substantially complete, you will need to obtain approval from the Distance Learning Committee, a standing committee of the Academic Senate. A preliminary technical review of your course will be performed by one of the Instructional Technology Specialists in TMI prior to the DLC considering the course for approval.

Butte College Online Course Development Procedures Manual

FOR DEANS, CHAIRS, FACULTY

This procedures manual presents the steps for developing and teaching a new online course at Butte College. The steps below must all be completed, but the order may vary in different circumstances.

For more details, please consult with David Danielson (DanielsonDa@butte.edu), Dean of Mathematics, Sciences, and Distance Learning, or Dan Barnett (BarnettDa@butte.edu), faculty Coordinator of Technology Mediated Instruction and Chair of the Distance Learning Committee.

Distance Learning Committee of the Academic Senate	
Name	Area
Dan Barnett, Chair	Faculty Coordinator, TMI
David Danielson	Dean, Distance Learning
Jo Anne Cripe	Academic Senate
Kenneth Bearden	SLO Coordinator
Julie Withers	Assoc. Faculty, Sociology
Steve Price	Economics
Faculty Position (TBD)	TBD
AS Position (TBD)	Associated Students
Chris Palmarini (ex officio)	Instr. Tech. Specialist
Dave Stephens (ex officio)	Instr. Tech. Specialist
Dacia Williams	Admin. Assistant

1. Academic Department Coordination

Approval and Support

Though each department is different, faculty should consult with the Department Chair, and perhaps other members of the Department, to make sure there is support and encouragement for the development and teaching of an online course. Deciding which online courses to develop is more an art than a science. Considerations include the availability and motivation of trained faculty, possible impacts on existing face-to-face (f2f) class sections, and the overall goals of the Department.

Deans should also be made aware of new online courses in development, and in turn Deans can work with Chairs in planning for an increased online presence for the Department.

2. Curriculum Committee Approval

Official Course Outlines and Distance Learning Form

All courses, including those offered online, must conform to a Course Outline approved by the Curriculum Committee. The Outline is a general overview of content with appropriate

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Student Learning Outcomes. If the course has already been approved for online, it's important that particular course materials conform to the Outline.

All distance learning courses require submission of a "separate approval form" for Distance Learning in addition to the official Course Outline, even if no new Course Outline is required. If the course is already being taught f2f, but hasn't been taught online, only the Distance Learning form needs to be submitted through the CurricUNET software.

If the course has not been taught before, a new Course Outline as well as the Distance Learning form will be needed. All of this is done through CurricUNET. The Department Chair can guide faculty through the process.

The Distance Learning form should be filled out by the instructor who intends to teach the course online since the form asks for information that is unavailable until an actual instructor begins course development.

Intellectual Property Rights Agreement

Course ownership

The District has approved an Intellectual Property Rights agreement which spells out ownership of course materials depending on planned use of ordinary or extraordinary District resources. It is to be signed by the faculty member and the District. A copy of the agreement is available online on the Distance Learning Committee page:

<http://www.butte.edu/governance/committees/dlc/>

3. Blackboard Learning Institute Training

Workshops are on campus and online

Those who want to use Blackboard to enhance their f2f classes need only complete the 3-hour Intro to Blackboard session on campus. Those who want to teach online need to become Certified Online Instructors by completing the following additional training:

Tool Specialist Workshops (on campus) - Total 12 hours f2f

- *Course Management (3 hours)*
- *Assessments (3 hours)*
- *Assignments (3 hours)*
- *Communication (3 hours)*

IDST-10 (Training for Online Instructors) - 1.5 units (online course)

- *May only be taken after the completion of all f2f training*

Workshops and IDST-10 are scheduled throughout the year, including summer.

Course Scheduling

When to schedule the course

Scheduling is done through the Department Chair. When a course is scheduled it will appear in WebAdvisor online. But course information for the printed schedules is due far in advance

Link to the Curriculum Committee:

Choose "Curriculum" from the drop-down list on the Butte College home page

Distance Learning Forms

The intended online instructor need not have completed Certified Online Instructor Training before submitting the Distance Learning form to the Curriculum Committee; but the instructor cannot teach the course online until appropriate certification has been secured.

Once the Distance Learning form has been approved for a given online section of the course, additional sections of the course, developed by other instructors, do NOT need to go through the Curriculum Committee.

The Curriculum Committee approval process for Distance Learning forms, assuming suggestions for changes by the Technical Review subcommittee are made in a timely fashion, is about 2 weeks. Approval of modified or new Course Outlines may take a bit longer.

Link to sign up for Blackboard training:

<http://www.butte.edu/tmi/>

of the semester the course will be taught. The Distance Learning Committee has approved the scheduling of courses in a timely manner to meet print deadlines, but strongly cautions faculty that this puts an extraordinary responsibility on them to complete course development and approval.

If the Distance Learning Committee determines that a scheduled course is not ready to be offered, it will be removed from the schedule, even at the last minute. The student, faculty, and department disruption would be significant.

4. TMI Staff Consultations

Planning and developing an online or hybrid course

Actual course development is the longest part of the process by far. It's important that faculty plan that developing a course will always take longer than expected; cramming training, course development and the requisite approvals into one semester is not recommended. A good rule of thumb is that a fully online course will take about 100 hours for every unit. Thus faculty can expect to spend about 300 hours developing a 3-unit course and completing it for demonstration to the Distance Learning Committee.

The TMI (Technology Mediated Instruction) Group (Chris, Dave, and Dan) will provide as much support as possible to make sure the online experience for the instructor and the students is the best it can be, and to that end offer one-on-one consultations.

A handy reference is *Conquering the Content: A Step-by-Step Guide to Online Course Design* (San Francisco: Jossey-Bass, 2008) by Robin M. Smith.

When the course needs to be finished

The Distance Learning Committee requires that the course be “substantially complete” and ready to teach by the Preliminary Review deadline (3 weeks before the Distance Learning Committee meeting). The Preliminary Review process begins by the submission of a link to the course using a form available on the Distance Learning Committee Web page.

5. Distance Learning Committee Approval

Preparing for the course demonstration

The Preliminary Review which is conducted by our Blackboard Certified Trainers (Dave Stephens and Chris Palmarini) to help ensure the course meets Course Diagnostic Standards. This generally takes place 3 weeks before the Distance Learning Committee meets. A static copy of the course is made for this review, and unless other arrangements are made it is this copy that will be demonstrated to the Distance Learning Committee by Dave or Chris.

Not every link and word has to be in place—tweaking is a continuing process—but the course must be “substantially complete.”

A “course structure” that's empty of content is not enough; every Learning Module for the semester needs to be substantially complete, including the following (as applicable):

- *Student learning outcomes for each course module linked through Goals tool*
- *Content pages including the introductory page for each Learning Module*
- *Course and Blackboard orientation materials*

Fully Online Course (definition)

A course in which 100% of the in-class seat time is replaced by work within the online course site.

Hybrid Course (definition)

A Hybrid course for instructional purposes is defined as any course that replaces anything less than 100% regular face-to-face seat time with distance learning. The distance learning portion of the hybrid course must provide for “regular effective contact” as defined by the Academic Senate. The hybrid course requires separate approval of both the Curriculum Committee and the Distance Learning Committee. (Definition adopted by the Distance Learning Committee May 12, 2008.)

Telecourses and Other Distance Courses (definition)

Any non-Internet course in which 100% of the regular in-class seat time is replaced by distance delivery. Some of the requirements that follow may not apply to such courses. Consult the Distance Learning Committee for additional details.

Course Diagnostic Standards:

<http://www.butte.edu/governance/committees/dlc/>

- *Links to campus resources, including the student Help Desk*
- *Course syllabus*
- *Discussions/blogs/journals*
- *Quizzes/tests*
- *Assignments*
- *Web links and multimedia*

Scheduling a demonstration to the Distance Learning Committee

A table of meeting dates and deadlines is given on the next page. Contact Committee Chair Dan Barnett (BarnettDa@butte.edu) to be placed on the agenda. ***This must be done at least three weeks before the scheduled meeting date. Faculty will also need to submit a link to their course for the Preliminary Review in accordance with the Course Diagnostic Standards.***

The results Preliminary Review will typically be sent to the course developer as well as the Committee Chair for review. Members of the Distance Learning Committee (DLC) may be placed “in” the class a week prior to the DLC meeting.

Courses not submitted in a timely fashion will be rescheduled for a subsequent meeting of the Distance Learning Committee. The Committee will authorize the removal of the course from next semester’s schedule if it is not submitted in a timely fashion for Preliminary Review before the final Distance Learning Committee meeting of the year.

What does the DLC look for in the demonstration?

Though the Distance Learning Committee does not review content, it does look at the overall navigation and structure of the course to determine that there is provision for “regular effective contact” (including instructor-student and student-student interaction) and that the course meets all other Course Diagnostic Standards (such as for accessibility).

Conducting the demonstration

The demonstration is conducted by either Chris Palmarini or Dave Stephens, with the faculty developer invited to attend the meeting to answer any questions that may arise. The demonstration will cover each area of the Course Diagnostic Standards.

After the demo has concluded and the faculty developer has answered any questions, the Committee will vote on whether to approve the course.

The Committee may take one of the following actions:

- *approve the course*
- *approve the course with requested minor modifications*
- *vote not to approve the course*

If the course is not approved it will be pulled from the schedule. This is a very serious matter, so it’s important for the developer to make sure the course is “substantially complete” and in compliance with Course Diagnostic Standards before the demonstration.

When the course is approved, that means the course developer has been given the green light to teach it.

Regular Effective Contact (definition)

Procedure adopted March 25, 2008 by the Butte College Distance Learning Committee

As per Title V, section 55211(a), all distance learning courses, whether hybrid, fully on-line, or telecourse, will include “regular effective contact” which Butte College defines as follows:

1. Initiated interaction—

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities.

2. Frequency—

(a) Since distance learning courses are considered the electronic equivalent of face-to-face courses, the frequency of the contact will be at least the same as would occur in a comparable face-to-face course.

(b) At a minimum, the number of instructor contact hours per week normally available to face-to-face students will also be available, in synchronous or asynchronous mode, to distance learning students.

3. Expectations—

The instructor’s specific policies regarding the frequency and timeliness of instructor initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

4. Instructor absences—

(a) If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department will inform students within the course when regular contact is likely to resume.

(b) In the event of prolonged absence, the instructor will make appropriate arrangements for class continuation.

5. Timely contact—

Online instructors are responsible to respond to students in a timely fashion.

Distance Learning Committee Deadlines

Course Submission Deadlines

The key dates in the table below are the Course Submission Deadlines. These are the dates (3 weeks in advance of the Distance Learning Committee meeting) by which a link to the course must be submitted to Dave or Chris for the Preliminary Review.

Courses submitted after the Course Submission Deadline will be scheduled for the next available meeting date.

If the date for the next meeting takes place the following semester, courses scheduled that semester may have to be pulled from the schedule since they have not yet been approved by the Committee. This is a serious matter that affects students, colleagues, and departments, as well as the individual faculty member.

Distance Learning Committee Dates and Deadlines Academic Year 2009 - 2010

Meetings are Mondays, 3:00 - 4:20 PM in MC 248		
Course Submission Deadline	Preliminary Review Deadline	Distance Learning Committee Meeting
FOR COURSES SCHEDULED IN THE FALL 2009 SEMESTER AND BEYOND		
July 6, 2009	July 20	July 27
FOR COURSES SCHEDULED IN THE SPRING 2010 SEMESTER AND BEYOND		
Aug. 31, 2009	Sept. 14	Sept. 21
Sept. 21, 2009	Oct. 5	Oct. 12
Oct. 5, 2009	Oct. 19	Oct. 26
Oct. 19, 2009	Nov. 2	Nov. 9
Nov. 16, 2009	Nov. 30	Dec. 7
FOR COURSES SCHEDULED IN THE FALL 2010 SEMESTER AND BEYOND		
Jan. 19, 2010	Feb. 1	Feb. 8
Feb. 16, 2010	Mar. 1	Mar. 8
Mar. 22, 2010	Apr. 5	Apr. 12
Apr. 5, 2010	Apr. 19	Apr. 26
Apr. 19, 2010	May 3	May 10

Please note that the Course Submission Deadline for courses scheduled in the Fall 2010 occurs in the summer. In summer 2010 the DLC meeting will likely be scheduled in late July.

Suggested Optimum Timeline

FALL 2009

Department Approval

Curriculum Committee

Intellectual Property Rights

Blackboard Training

SPRING 2010

Course Development

Course Scheduled (Fall 2009)

Distance Learning Committee Demonstration

FALL 2010

Course Taught!

"Crunch" Timeline

SUMMER 2009

Blackboard Training

Course Development

FALL 2009

Department Approval

Curriculum Committee

Intellectual Property Rights

Course Scheduled (Spring 2009)

Distance Learning Committee Demonstration

SPRING 2010

Course Taught!

Stipends

Training

Currently there is a \$750 stipend for completion of all the f2f Blackboard training workshops and the online IDST-10. At the end of Certified Online Instructor Training, paperwork will automatically be initiated for the stipend. (At one point in the process the course developer will need to sign a form.) The stipend is all-or-nothing. Managers and 195-day employees are not eligible for any of the stipends. Other restrictions may also apply.

In lieu of the stipend, full-time and associate faculty may be eligible for 2 units to be applied to column movement or longevity credit, but paperwork must be completed and approved before certification training is begun (that is, the training after the Intro to Blackboard session). Kelly Mohr (MohrKe@butte.edu), Human Resources Academic Analyst, at (530) 879-4047, can determine eligibility for stipends or column movement.

Course Development

Currently there is a one-time-only stipend of \$3000 for the first online course and \$1500 for the second online course that is developed as a result of the training process. It will be paid at the end of the first semester teaching the course. Again, paperwork will be automatically initiated once grades have been submitted for the course.

The same stipend is paid regardless of the unit value of the course, but NO stipend is paid for hybrid courses.



Virtual Faculty

Applicants

All applicants, whether “virtual” or local, go through the same screening process. The first step is to complete and submit a standard Butte College application which is available from the Human Resources page on the Butte College Web site.

Does Blackboard training require on-campus attendance?

The Blackboard Introduction session (3 hours), as well as the 4 Tool Specialist workshops (each 3 hours) are conducted on the main campus or at the Chico Center. The final component of the training, IDST-10 is online but can only be taken after completion of the f2f training. An online Intro to Blackboard workshop is planned for the future, and test-out procedures for the four Tool Specialist workshops will also be available.

What if virtual faculty can't be present for the demo?

A speakerphone is available in the DLC meeting room to allow the faculty developer to respond to any questions from the Committee.

Butte College | 3536 Butte Campus Drive | Oroville, CA 95965 | <http://www.butte.edu>

Butte College complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, marital status, or disability. Harassment of any employee or student is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to our Title IX Officer and Section 504/ADA Coordinator: Allen Renville, Vice President of Student Services, Butte Community College, 3536 Butte Campus Drive, Oroville, CA 95965, (530) 895-2239.

Online!