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. **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**

For those who are eligible, flex credit or two units that can be applied to column/longevity movement may be available. Current faculty are refunded the unit fee upon successful completion of IDST-10; other fees are waived by request.

3. **Curriculum Committee Approval**

Obtain approval from the Curriculum Committee by completing the Distance Learning form via the CurricUNET system. Be prepared to answer questions about student-instructor and student-student interaction and methods of ensuring course integrity.

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 course review will be performed by one of the Instructional Technology Specialists in TMI prior to the DLC considering the course for approval.
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.

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. **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.

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**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/

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**3. 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 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.

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**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.
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.


### 5. Distance Learning Committee Approval

**Preparing for the course demonstration**

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

**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/

**Online/Hybrid Course Review Request form (link on page):**

http://www.butte.edu/departments/governance/committees/dlc/course_development.html

**Substantially Complete (definition)**

A “substantially complete” course is one that could be taught effectively without any further additions and throughout the entire term. (Further additions may be welcome enrichments but are not essential.) “Taught effectively” implies that the course already includes all needed elements for effective student-instructor and student-student interactions and also includes required accommodations for disabled students.

- 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
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 online, 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.

Scheduling a demonstration to the Distance Learning Committee

A table of meeting dates and deadlines is given on the Distance Learning Committee “dates and deadlines” page.

Here’s the link:

http://www.butte.edu/departments/governance/committees/dlc/dates_deadlines.html

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 Course Review in accordance with the Course Diagnostic Standards.

The results Course Review will be sent to the Committee Chair for review; in turn the Chair will send the Course Review to the instructor, and members of the Committee, with specific recommendations on changes that need to be made before the course can be taught. Members of the Distance Learning Committee (DLC) are 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 Course Review before the final Distance Learning Committee meeting of the semester.

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
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.

**Distance Learning Committee Deadlines**

**Course Submission Deadlines**

The key dates are given in the “dates and deadlines” page of the Distance Learning Committee.

Here’s the link:

http://www.butte.edu/departments/governance/committees/dlc/dates_deadlines.html

The course submission deadlines are 3 weeks in advance of the Distance Learning Committee meeting. On or before the course submission deadline the instructor needs to submit a link to the course via the Online/Hybrid Course Review form.

Here’s a link to the form:

http://butte-tmi.net/tmi/forms/request_prelim.html

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.*

Please note that the Course Submission Deadline for courses scheduled in the Fall typically occurs in the summer, usually in late July.

**Flex or Column Movement Credits**

**Training**

Flex credit is available for Blackboard Learning Institute training for those who are eligible.

In lieu of flex credit, full-time and associate faculty who complete the entire training program 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 Barron (BarronKe@butte.edu), Human Resources Academic Analyst, at (530) 879-4047, can determine eligibility for column movement.
Course Development
Currently there is no provision for flex credit or credit for column movement for course development.

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.

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.