

Class Scheduling Including E-Learning

A Faculty Guide on How to Schedule All Your Classes
with the New Parameters

Table of Contents

Quick Start Guide: Questions to Ask When Scheduling Classes	1
1 Introduction	2
2 A New Definition of Distance Education	2
3 Course Categories	3
4 New Parameters and Fields for All Classes in Banner	4
5 Equipment Requirements	6
6 Frequently Asked Questions	6
Appendix A: Terms, Definitions, and Online Resources	8
Appendix B: Legislative Audit History	10

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Quick Start Guide:

Questions to Ask When Scheduling Classes

When you create a new class, you will need to evaluate the new class information and ask the following questions:

1. How much of the class's contact hours are location-based (*the students must attend in a predetermined physical location, like a classroom or a test-proctor*)

1 Introduction

This manual is to assist you in scheduling all of your classes with the new fields in Banner. These fields

3 Course Categories

All courses starting in fall 2011 should be given one of the following course categories. The course categories will be entered in the session code field, and so you may also hear them referred to as the session code. The course code will be prominently displayed on the detailed class information page on UAOnline.

0% location based (Distance): A category 0 class in which 100% of its delivery is totally independent of location.

Example: A category 0 class is what we think of as the typical distance class. Students can choose where they access delivery, at home, the library, or their favorite coffee shop.

1 - 20% location based (Distance-based): A category 1 class is primarily distance delivered, but class attendance at a predetermined location is required from 1% to 20% of the total class time. For a 3-credit course (UAA 45 contact hours), up to 9 hours of location-

4 New Parameters Fields for All Classes in Banner

While the following attributes were developed as part of the response to the legislative audit, they are applicable to all classes. As a result, the information must be entered for all classes, and so Course Categories, Pacing, Meeting Times, and Delivery Methods are **REQUIRED FIELDS**.

Course Categories

Based on Percentage of Location-Based Time

New course category codes show the amount of time (as a percent of total contact hours) the course is location-based. Location, in this case, refers to when the student must be on-campus or at another specific location, and does not apply to the time when a student must simply be logged in to a computer. In Banner the field we use is called the session code. There are four course categories for this attribute (see section 3 for more details about course category codes):

Course Delivery Methods

5 Equipment Requirements

Each course delivery method has an associated set of equipment requirements that will be displayed to students on UAOnline. The text for the equipment requirements will be the same for all classes that use that delivery method, no matter which campus the class is offered. Because of this, all MAUs must agree upon the equipment requirement descriptions. You will not be able to change this text for your campus's classes only.

As new course delivery methods are added, we will have to decide on the equipment requirement descriptions that will be used by the statewide system. Decisions about the addition of delivery methods and equipment requirements will originate with the campuses and with the Course Catalog and Schedule Team. From there they will be presented to the Banner Student Team for approval. This process will help ensure that the shared coding continues to serve every campus's needs and that it will be used consistently.

Special Notes

You may find that the automatic equipment requirements associated with the delivery methods don't adequately describe what students will need for your classes. When this happens, you can use the special notes (also called section notes) to convey the missing information to your students. Special notes will show up on the detailed class information page on UAOnline.

6 Frequently Asked Questions

Where do video conference classes fit into the new system?

Video conference delivered classes require that the students attend from a particular location, usually on a campus; they are not considered distance delivered. A video conference class may still be considered for one of the distance course categories if 50% or more of its instruction time is delivered using a distance delivery method (web meeting, online/web-delivered, audio conference).

If a class is an in-person, traditionally delivered course (all meeting times are in a set location), but uses Blackboard, does it need to be put into a category other than 3?

OK, this is a lot to remember. What is it I have to check if a class goes from distance to traditional or traditional to distance?

If a class changes the amount of location-based delivery time, you will need to reevaluate it to see which course category code it should have. You also need to see if the change affects the class's pacing (instructor vs. self) or course meeting times (does the class have set meeting times and is this different from how it was previously scheduled). You will also need to check and revise, if necessary, the course

Appendix A:

Terms, Definitions, and Online Resources

Terms and Definitions

0 classes – One of the new course categories in which none of the class time is location-based and the entire class is conducted using distance delivery. Also called distance classes.

1 classes – One of the new course categories in which 1% - 20% of class time is location-based (up to 9 hours of contact time for a 3-credit course). The remaining class time is participated in via distance delivery. Also called distance-based classes.

2 classes – One of the new course categories in which 21% - 50% of class time is location-based (9.5-22.5 hours for a 3-credit course). The remaining class time is participated in via distance delivery. Also called blended classes.

3 classes – One of the new course categories in which 51% or more of the class time is location-based (more than 22.5 hours for a 3-credit course). Also called location-dependent/traditional classes.

Asynchronous class– A class that does not have defined meeting times.

Blended classes – One of the new course categories in which 21% - 50% (9.5-22.5 hours for 3-credit course) of class time is location-based. The remaining class time is participated in via distance delivery. Also called category 2 classes.

CCS – Course Catalog and Schedule Team. Statewide team made up of representatives from all MAUs that discuss Banner catalog and scheduling issues, create requests for modifications in Banner, and test Banner changes and upgrades to catalog and schedule Banner screens, processes and reports.

Course delivery method – The method or methods by which the class instruction is delivered. This is a new field in Banner.

Course meeting times – Term refers to the synchronicity of the class. Does a class have meeting times (synchronous) or not (asynchronous)? This is a new field in Banner.

Course pacing – Refers to who determines the pace at which course material is completed. Classes are either instructor-paced or self- (student) paced. This is a new field in Banner.

Distance classes – One of the new course categories in which none of the class time is location-based and the entire class is conducted using distance delivery. Also called category 0 classes.

Distance education – Planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. As a result, distance courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies. (from the definition approved by SAC, May 2010)

Distance-based classes – One of the new course categories in which 1% - 20% of class time (up to 9 hours of contact time for 3-credit course) is location-based. The remaining class time is participated in via distance delivery. Also called category 1 classes.

Equipment requirements – Text describing equipment requirements will be associated with each course delivery method and will be displayed to students on UAOnline. The equipment requirements text will be the same for all classes that use that delivery method, no matter which campus the class is offered, and therefore the text must be agreed upon by all MAUs.

Instructor-paced – Type of pacing in which the instructor determines the pace at which a course material is completed.

Legislative audit – Refers to an October 2009 audit by the Alaska Legislature of the UA distance education system.

Location-based – Term used to describe class time that students must show up in a certain place at a certain time for. Typically, this would be thought of as “traditional” or “face-to-face” delivery, but can include other types as well (e.g., video conferencing).

Location-dependent/traditional – One of the new course categories in which 51% or more of the class time (more than 22.5 hours for a 3-credit course) is location-based. Also called category 3 classes.

Self-paced

Appendix B:

Legislative Audit History

In March 2009, the Alaska Legislature published an audit of the University of Alaska (UA) distance education system which listed several recommendations:

1. The President of UA should ensure distance education recommendations are implemented.
2. The President should develop incentives for MAUs [UAA, UAF and UAS] to collaborate on distance education initiatives.
3. The Vice President of Academic Affairs should ensure faculty receive distance education technology training and support.
4. The Vice President of Academic Affairs should develop, implement and enforce use of standard distance education course parameters and uniform course description information.

The changes in our procedure for scheduling are a direct result of the last recommendation.

Anecdotally, many had heard of students who had tried to find distance classes, but were not able to see all of the information or expectations associated with the class. Some students thought that the classes were entirely asynchronous and distance delivered only to register and later find out that the course had a required, in-person meeting for the first class. Most students didn't realize these things until after classes started and many then had trouble finding replacement classes.

The Legislature directed UA to rectify the situation; to get accurate information out to students in a manner that they could easily understand and which was easily accessible. The first step was to devise the UA Distance Education Audit Response Plan. It was in this plan that the UA President instructed specifically that **“Students will have an easily-accessible list of all UA distance education courses, including information on technology needed, time commitment, and other factors needed to successfully complete each course.”**

Once the committee had defined distance education, they moved on to identifying the information that students needed to be given about their classes, and that the University of Alaska needed to collect for reporting.

The process took more than five months. In the end, the committee determined that we needed a new way of categorizing classes based on the amount of location-based time that is required of the student. We also needed a way to show if a class had meeting times (i.e., was it synchronous or asynchronous), what type of pacing the class had, what delivery method(s) were used, and what the equipment requirements would be. Details about all of these are described in this manual.

Working Groups were formed, including a group that would pursue the changes to Banner and UAOnline so that we could collect the new information, give students a better designed search for classes, and make sure that the new information is displayed in the search results. UA contracted SunGard, the maker of Banner, to do the programming work, and this committee worked with them to create and implement the new design. The Course Catalog and Schedule (CCS) Team was also instrumental in the testing of the new programming and helping to ensure a quality final product.

Another Working Group was formed, the UA Distance Education Training to Code, to plan out training for all employee groups, statewide, who would be affected by these changes (those who schedule classes using Banner, those who provide class schedule information to the Banner schedulers, and faculty). This manual is part of the efforts of this group, Statewide, and the CCS team.