

How to Update Your Course Outline for Distance Education Approval

Curriculum Committee - Distance Education Subcommittee

SOCRATES Course Outline Updates

For speedier distance education approval, please follow the steps outlined below. Portions of the ANTH 300 course outline of record have been provided as a model.

Update your course outline in SOCRATES as follows:

STEP 1: Mark that you will be using a distance education modality in your course in SOCRATES.

STEP 2: Identify the maximum percentage of the course that is allowed to be taught in a distance education format (ranging from 25% to 100%).

STEP 3: Embed specific references to how this course may be taught in a distance education modality in the **Methods of Instruction** section. In the example below, note that both on ground and online activities have been included.

ANTH 300 Example: Methods of instruction may include several of the following: enriched lecture outlines available through the course management system and/or lecture emphasizing an understanding of the vocabulary of biological anthropology and basic biological processes and concepts; guided in-class discussions or using the discussion board or chat room, demonstrating reflection and critical thinking; problem based learning focusing on application of concepts learned in class to understanding behavioral patterns of non-human and human primates; demonstrations or links to pertinent web pages exploring genetics, evolution and the scientific method; group activities in-class, using email, discussion boards or file sharing encouraging the development of fact recall and critical thinking skills, completion of quizzes during class time, using pen and paper, classroom response devices or online completed through the course management system to demonstrate fact recall. Additional time may be spent viewing audio-visual materials to supplement class topics and reading pertinent materials. A field trip may also be required at discretion of the instructor.

Step 4: Embed specific references to the types of common student assignments in the **Typical Student Assignments** section. The key to this section, for DE purposes, is that it clearly identifies how students will turn in their assignments (in the example below, it is the last sentence).

ANTH 300 Example: Typical homework assignments may include completion of assigned readings and associated questions that cover the basics of biological anthropology found in the text, journal or magazine articles and Internet sources. Group assignments will require students to elucidate fundamental principles of biological anthropology and behavioral biology and apply them to the analysis of behavior of non-human and human primates. Students are also expected to complete individual essays on an assigned or student selected biological anthropological topic, such as how sickle cell anemia demonstrates the stages of evolution or how Neanderthals fit into the fossil hominid taxonomy. Students may submit assignments in person, by email, or through the course management system.

Step 5: Embed specific references to common assessment and evaluation tools in the **Evaluation and Assessment Methods** section. The key to this section is that it clearly identifies how and where students will complete their exams (in the example below, it is the last sentence)

ANTH 300 Example: Students may be assessed using both objective and essay exams, class discussion and group assignments. Additional evaluative input will come from written work, including reaction papers to current biological anthropological topics, an observational assignment in which the students view primates at a local zoo and discuss their own observations in light of class discussions, and/or other written assignments which will provide demonstration of the student's understanding of biological anthropological concepts and their application. Further evaluative information may come from presentations and classroom or discussion board participation. Students may complete assessments either in person or through the course management system.

Step 6: Identify any additional **Distance Education Limitations**, such as:

- an in-person exam or orientation is required
- how the course should be scheduled (this is required when the DE percentage is less than 100%, and optional with all other percentages).

The statement “The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students” is automatically included, via SOCRATES programming, in all courses with DE components.

Examples of additional limitations include:

- ACCT 160: The lab portion of this course is held in-person. Students assist taxpayer-clients in the preparation and filing of both federal and California income tax returns.
- AMT 131: This course may be offered in a hybrid format with up to 30 hours of instruction occurring online. All lab/shop instruction will occur face-to-face.
- Math 100: All exams will be taken in a proctored, ID-required environment.
- PHYS 370: The DE section of this course is reserved for the 1.0 unit of calculus-based lecture material beyond the level of PHYS 350. All labs must be completed on-ground.

Important Note: When courses are submitted for DE approval, they are also subject to the regular curriculum review process, so be certain that the rest of your course is up-to-date, including recent textbook dates.