

Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED)

Course Title *Biological Anthropology*

Prefix/Number *Anth 1*

Developer *Betsy Lawlor* Date *11/8/05*

Department *Biological Sciences*

Course Content:

Course content of this Distance Learning course must match the approved curricula (course topics, measurable objectives) for the regular course, currently on file. The faculty member submitting this amendment and his/her Department are responsible for reviewing the Distance Learning course content to see if the course outline and measurable objectives may be achieved in the Distance Learning mode selected. To achieve this match, obtain a copy from ICCIS of the current curriculum for the regular course (or create a new curriculum for a new course). In addition, all distance learning course content must be accessible to students with disabilities. For aid in developing accessible course materials, contact Disabled Students Programs and Services.

Delivery:

Any Mt. SAC course that replaces seat time with online learning must have this Form completed and approved. The State of California defines a Distance Learning course as one in which the student's seat time has been replaced at least 51% of the time by distance learning. Mt. SAC's distance learning courses (online and hybrid) are courses that have regularly scheduled replacement of seat time, and are published accordingly in each Mt. SAC Schedule. What percentage of seat time will be replaced by distance learning in this course?

51 - 85 % (5 meetings @ 2 - 3 hrs./mtg. + 4 2-hr. exams = 18 - 23 hrs of the 54 hrs.)

Meet with the Online Learning Faculty Mentor (x6614) in order to begin the process of adapting traditional course components for online delivery. Some measurable objectives may not be feasible in the DL mode, and the developer may then plan for a hybrid delivery instead of a strictly online delivery mode. Use the tables provided in **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities** below to begin the transformation to online learning components and their delivery. Also, begin development of a course web site to deliver the course materials to students. After the course web site is developed, the new course delivery and web site can be presented to the department for their approval.

Course Information:

Develop a course web site for your distance learning students to use during the course. If you need help in creating web pages, contact the Online Learning Support Center at x5016 or the Online Learning Faculty Mentor (x6614) for assistance. A well-developed course web site should include:

- Course outline (of record)
- Learning objectives/outcomes
- Syllabus
 - Schedule of weekly activities(assignments and deadlines)
 - Instructor contact information

- Grading policy
- Attendance policy
- Make-up policy for missed work
- Campus policies – add/drop, academic dishonesty, repeating courses
- Departmental intervention plan for repeating of courses
- FAQs
- Student and instructor expectations
- Accommodations for disabled students
- A variety of web-based learning materials
- Discussion forum (within or out of course web site)
- Interactive and relevant links to assignments or activities
- Site map
- Course web site organized around themes or chunks of information

Course web site address: http://elearn.mtsac.edu/elawlor/anth_1

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Learning Resources, x5658)

Course organization pages and Chapter 1 are open access. Other content pages require seat number and password, assigned each semester by OLSC.

Student – Instructor Contact:

Title 5 Regulations, and the California Board of Governors for the California Community Colleges, require that course quality standards are met (same as applied to traditional courses) and that regular, effective contact between the student and instructor are included in the design of the course. Please complete the following **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities**, being as descriptive and specific as possible.

Past Training and Certification:

Web design workshops: (Mt. SAC Other FrontPage software)

Course management training: (Mt. SAC Other _____ System)

Online courses: (*at Mt. SAC: Anth 1, 9 semesters, Anth 22, 6 semesters*)

*Date of Certification for online teaching (required): June 8, 2005

Other experience: _____

Do you have a computer that you will use to manage this course? Yes No

If yes, tell us about your computer: PC Mac Year 2005 Mt. SAC Yours 2005

What additional equipment or software do you need to manage this course most effectively?

Computer Printer FAX Other see below

Need microphone and digital/paper USB tablet for use with web-based, multimedia interactive software such as CCC Confer.

Software Photoshop or other image editor; Acrobat

Course Management and Tools:

How will your course be delivered, managed, and maintained?

- FrontPage Web on Mt. SAC server Web pages on another server
 WebCT Blackboard (*when campus goes to CMS*)
 eCollege Other _____

Instructional Design:

Some questions to consider, in the design of your course:

1. How will interaction(s) with the instructor and among the students be accomplished?

Instructor to student: Discussion forum (DF), email, telephone, monthly face-to-face (F2F) meetings, office visits, virtual office time via live chat, web-based multimedia live exchanges, U.S. mail, web-based announcements, lecture notes, assignments.

Student to instructor: DF, email, telephone, monthly F2F meetings, office visits, virtual office time via optional live chat, web-based multimedia live exchanges, U.S. mail, FAX, SOLAR online readiness assessment, online quizzes sent via email.

Student to student: DF, email, monthly F2F meetings, virtual office time via optional live chat, web-based multimedia live exchanges. Small groups will be established at the first meeting and continued on the discussion forum. Each DF assignment includes responding to a post from at least one fellow student in one's group.

2. What will make this interaction effective?

The goal of this interaction is to help students achieve at least some aspect of every level of Bloom's taxonomy of learning and to provide support and motivation to achieve success.

- ***DF:***
 - ***Questions require students to define or distinguish between concepts (knowledge, comprehension); illustrate, explain, and/or predict aspects of human evolution (application, analysis, synthesis); and to assess competing hypotheses (evaluation). Each student is required to compose an answer; no one can stay silent, as in a classroom.***
 - ***The instructor will respond to student posts with answers and follow-up questions (knowledge, comprehension).***
 - ***The small groups are intended primarily to provide social support for the affective dimension of learning. Levels of participation in the DF will demonstrate whether the small groups are effective for student-to-student support. Some students may interact with each other outside of class forums (individual email and phone calls).***
 - ***Exam questions will be based partly on topics and discussions on the DF that semester. If students have been keeping up with the discussions, particularly where the instructor has tried to clear up misconceptions shown in student postings, they will demonstrate a clearer understanding on the exam than they originally did on the DF (knowledge, comprehension, application, analysis).***

- **Example:**
 - **Instructor:** *“Given the genetic, social, and intellectual similarities between chimpanzees and humans, do you think it is ethically correct to use chimps for medical research or to keep them in zoos? Be specific as you discuss the similarities. Besides answering this, be sure to respond to someone else in your group.”*
 - **Student A responds:** *“We’re so similar to chimps that it’s just wrong to keep them in zoos.”*
 - **Student B responds:** *“We share over 85% of our DNA with chimps, and they live in multimale, multifemale groups as we do, with a very extended childhood that teaches them the skills they need as adults. Intellectually, a healthy adult chimp is more capable than a profoundly retarded human adult. Therefore, while chimps could help us to develop vaccines, we should treat them with the same level of compassion as any human.”*
 - **Student B also responds:** *“Student A, do you think that all zoos are bad for chimps? What about the San Diego Zoo?”*
 - **Instructor responds:** *“Student A, can you get more specific about how we’re similar to chimps? And what about medical research? . . . Student B, you’ve provided plenty of details! But actually, we share over 98% (wow!) of our DNA with chimps. And I’m not sure from your post whether you think that all medical research on chimps is wrong. Can there be “compassionate” research using chimps?”*
 - **Exam items:**
 - **T/F:** *Humans share about 85% of DNA with chimps.*
 - **Essay:** *You’ve been asked to design a humane enclosure for chimpanzees at a medical research facility. Discuss the relevant chimp behaviors, needs, and capabilities. Then recommend a minimum number of individuals to be housed together and the types of equipment and activities that should be available.*
- **Live optional chat, web-based multimedia interaction, office hours:** *These can be one-to-one interactions or students may chat with each other during the session; they function as effectively as regular office hours, but often are more convenient for students.*
- **F2F:**
 - *The syllabus has a form for students to circulate in their group to exchange email addresses and telephone numbers if they wish. Time is set aside at the mandatory orientation meeting for students to do this.*
 - *The monthly meetings are accelerated versions of my regular classroom activities. Standard classroom assessment methods are used, such as hands-on models and worksheets as the instructor circulates and answers questions; “Clearest point / muddiest point” – type cards; lots of opportunity for them to ask questions; Jeopardy review game (knowledge, comprehension, application, analysis).*
- **U.S. mail:** *Campus policy is to protect student privacy by not distributing grades by email. Therefore exams with my comments are returned by U.S. mail.*
- **Web:**
 - *Students are automatically directed to the “Announcements” portion of the web when they log off the DF.*
- **Email:**
 - *The first assignment requires students to send an email with the standard subject line required for the class. If a student has a problem doing this, it is*

clear immediately and the instructor can help the student learn how to use email effectively.

- *The standard subject line allows the instructor to automate sorting into class folders and to minimize confusing student email with junk email.*
- *Students submit online quizzes by email; the instructor acknowledges receipt of the quizzes by email as well, ASAP.*
- *The DF displays a link to the student email addresses next to each post, so students can easily access each other by email.*
- ***All interaction:** Each exam is very similar to that taken by the on-campus sections of Anthro. 1; these exam results can be compared for student success.*

3. What problems do you expect to encounter with these interactions?

- *Inadequate student reading and writing skills: students may lack skills necessary to comprehend and apply the course materials.*
- *Inadequate student time management: failure to regularly check the DF, course announcements, and student email account; failure to read the textbook or do the required activities, including virtual and F2F office contact.*
- *Change of student address: students may not receive exam results by U.S. mail if they move and do not update their address with the college and the instructor.*
- *Missing F2F meetings: students may skip these essential review sessions despite the point penalties.*
- *Technical problems: occasional web blackouts, email server issues, DF posting delays.*

4. How will you enhance student learning through the use of the Internet?

- *Internet resources for each chapter: learning objectives, lecture notes, suggested activities, links to web pages outside the college, a link to an online quiz, and a study guide. Students are able to guide themselves through each chapter by using these resources for each chapter.*
 - *Examples of content-based resources:*
 - *Animated graphics illustrating DNA replication and protein synthesis .*
 - *Tutorials in which students analyze pedigrees to determine modes of inheritance of particular genetic traits.*
- *Online study skills assessments*
 - *SOLAR online learning assessment.*
 - *Study skill self-assessment tied to self-reported exam grades; data collected each semester to provide students with a realistic picture of what they should be doing to get the grade they want.*
- *Social support: student-to-student social support on the DF.*
- *Application, synthesis, evaluation: the DF provides opportunities to practice applying concepts to problems, summarize relationships between concepts, and express opinions supported by evidence.*
- *The FAQ and DF provide means for students to get answers to their questions about the course organization and content.*
- *A student who takes the initiative to use these resources is working more actively to learn the material than a student who sits in the classroom and rarely asks a question.*

5. How will you handle assessments (exams, quizzes,etc.)?

- **Assessments of mainly knowledge and comprehension:**
 - *Some quizzes are taken online without a proctor, and count for a small proportion of the participation grade. Other quizzes are taken at the F2F class meetings.*
 - *Homework assignments include worksheets and written work to be handed in at the monthly class meetings, and a few to be submitted via U.S. mail (in addressed envelopes provided at the monthly meetings).*
- **Assessments of application, analysis, synthesis and evaluation:**
 - *Homework on the DF is the major informal assessment, a safe environment for students to practice these deeper levels of learning without damaging their grades. Posts are graded on the basis of effort (attempt to thoroughly answer the question in standard, college-level English) rather than accuracy.*
 - *Exams are the major formal assessments, administered at the Learning Assessment Center. Feedback is provided individually by U.S. mail and generally through the DF.*
 - *Major projects may be submitted as Word documents attached to email or as hard copies at the monthly class meetings.*

6. How will you handle students who need more attention?

Students need extra attention in various ways:

- **Technical problems**
 - *The instructor can provide help on the phone while both instructor and student are at their computers.*
 - *Refer students to the Help desk.*
- **Content comprehension problems**
 - *Invite students to office and help them F2F. They get points per visit.*
- **Anxiety and/or attention-craving problems**
 - *Some students try to monopolize instructor time and the discussion board with verbose emails and postings.*
 - *Respond as briefly as possible to every email and to the key points of DF posts.*
 - *Email them privately that it is not necessary to thoroughly answer every discussion question posted, since there should be room for other students to contribute.*
- **Low participation problems**
 - *Check DF logs and records of passworded access to the content pages on web.*
 - *Send warnings by email to those with few DF logins and posts, and few web logins.*
 - *Sometimes this prompts students to notify instructor of technical problems.*
 - *Send praise by email to those with high participation records.*

7. How do you plan to evaluate the effectiveness of this course?

- *With the results of their first exam, students receive a stamped, addressed form asking them to anonymously evaluate the web site, its navigability, the clarity of lecture notes, etc. This allows instructor to modify the web materials during the semester if necessary.*
- *At the last class meeting, instructor asks students informally about what could have made the class better, and adjust future sections of the course accordingly (e.g., more and longer class meetings; more and shorter homework assignments). These changes have improved the retention and passing rates so that the Distance Learning*

section is in the same range as the on-campus sections.

- *Plan to also evaluate measurable student learning outcomes and compare them between the DL and other sections; that process is just beginning.*

8. How do you plan to provide "alternate media" for students with disabilities?

Consult with DSPS and coordinate for the individual student's needs. The web site and a CD of the textbook (from the publisher) can be read with standard screen-reading software. The class meetings address multiple intelligences with hands-on models and worksheet-based activities which also have proved helpful for students with disabilities. The required videos are close-captioned.

Mt. SAC Student Resources:

What campus resources will you or your students need for this Distance Learning course?

xx SOLAR: Skills for Online Learning – Assessment of Readiness
(<http://elearn.mtsac.edu/olsc/readiness>)

xx Learning Resources (Library – <http://library.mtsac.edu>)

xx LTC/Learning Assistance Center (tutoring – <http://ts.mtsac.edu>)

xx Placement/Assessments (English, Math, Chemistry, etc.)

xx DSP & S accessibility adaptation

xx Other: *Online Learning Support Center for me; an online learning assessment or support center for students*

Future Support and Certification Needed:

What additional training or technical support will be needed to create this Distance Learning course?

- *Training in interactive multimedia real-time class broadcasting or streaming.*
- *When campus adopts a CMS; then an introductory training session or tutorial.*
- *Ongoing technical support for production of interactive tutorials; maintenance of DF; occasional issues with FrontPage software.*

To start the certification process for online teaching, contact the Online Learning Faculty Mentor at x6614.

- *Certified in June 2005.*

Supplemental Information on the Methods of Instruction in a Distance Learning Course

Please use the table below to describe each method of instruction/learning that is to be used in this Distance Learning course. Use a unique abbreviation for each method listed, that later can be placed in the **Course Weekly Schedule of Activities** (following this table). Provide a detailed description of each method or activity, and clearly explain how a student will use this method. Also, indicate whether this activity is an active or passive learning method for the student. An example is provided. **This information will become a part of the official course information, so include all methods that may be used.**

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)	Estimated time on task (hours)
DF	Discussion Forum – handled through WebBoard on a Mt. SAC server. Early in the semester the assignments include establishing a DF account and having students introduce themselves to other students on the DF (and allowing identification of students who may need extra help with computer, reading, and writing skills). Later assignments include DF questions to answer from required readings and lecture notes. The pull-down menu at the top of each course web page includes a link to the DF, as does the instructor home page.	A	1
LN	Lecture Notes – Handouts, links to pages on other webs, and lecture notes that students can read for information regarding concepts. These are linked to the appropriate chapter pages on the course web. The pull-down menu at the top of each page includes a link to each chapter page. These are restricted to those with passwords, given out at the initial meeting; student logins are recorded to allow instructor to check on student participation.	P	.5
EM	Email Communication – An initial email assignment is to establish contact between each student and the instructor. Later, students or the instructor may initiate email exchanges. The instructor sends mass email to the class with reminders of exams, deadlines, and other announcements such as planned web blackouts. The printed syllabus and the course web site give details about the initial email assignment, deadline, and consequences for not meeting the deadline. Other individual EM exchanges are frequent but are not listed below.	A	.1
R	Readings -- assigned weekly; details are posted on the class web on each chapter page and in the hard-copy and online syllabus.	P	3
CHAT	“Chatroom” – Optional weekly real-time (synchronous) discussions on the DF serving as an online office hour. It is actually a separate discussion forum on the DF board rather than technically a chatroom. Using a regular conference in real time allows students who cannot access the DF during the synchronous exchange to benefit from the questions and answers later, asynchronously. It also allows for the compilation of Frequently Asked Questions for inclusion on the class web site.	A	.25
V	Videos – Required viewing of selected closed-captioned videos in the Media Services Center. The class web site contains information on these videos on the appropriate chapter pages. Videos and relevant weeks may change as new videos become available; video topics include primate behavior and human evolution. All required videos are closed-captioned.	P	1

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)	Estimated time on task (hours)
Q	Quizzes – multiple choice. The first two are taken at the textbook publisher’s web site, to which there are links from the class web site. Students submit their quizzes and immediately receive a report of their results, with the correct answer for each question. The instructor receives the report also, by email, and sends an email receipt to the student. Subsequent quizzes are administered at the monthly class meetings. The printed syllabus and the class web site give details about the quiz requirements, deadlines, and the amount of credit for each quiz.	A	.25
HW	Homework Problems – These are worksheets to complete, handed out at class meetings and posted online. The class web site gives details about the homework requirements, deadlines, and the amount of credit for each assignment (on appropriate chapter pages). Homework may change from semester to semester.	A	.5
X	Exams – At least two midterm exams plus a final exam will be given, with details on the course schedule in the syllabus and on the web site. The exams will be administered and proctored in the Learning Assistance Center, picked up and graded, and returned with a grade to the students. The web site and printed syllabus give information about the time period in which the test may be taken, the chapters covered, the make-up policy, the test format, and the amount of credit. Placement of exams in the semester may vary as new textbook editions shuffle chapter topics, but bulk EM reminders and F2F meetings always occur the week before an exam.	A	2 (midterms) or 2.5 (final)
OH	Office hours – Students receive participation points for each office visit or “chatroom” visit. Instructor office hours, email address, and phone number are in the printed syllabus and posted on the instructor’s home page, with a prominent link on every class web page. This may happen every week for some students, never for others. The grading scheme expects three visits over the course of the semester. Times may vary from five to 15-minute visits.	A	varies
C	Classmate contact – Online students are encouraged to contact each other in order to help each other learn the material and succeed in the course (without cheating). In the mandatory orientation, the students are instructed to exchange names, phone numbers, and email addresses and to record them on the form provided in the printed syllabus. Students are randomly assigned to small groups by means of colored stickers on the printed syllabus; these groupings are used in the self-introductions posted on the discussion board and in later discussions. Every post also includes the student’s email address, so students can contact classmates they did not meet in person.	A	.25
F2F	Face-to-Face Meetings – monthly class meetings with brief lectures, student activities, and opportunities for questions and answers. These are held in the usual Anthropology classroom to allow use of teaching aids including skeletons and casts. The location, times, and dates are in the course schedule, printed syllabus, and web site.	A	2
S	Study time – Students make or review flash cards, time lines, or notes; or take optional, ungraded online quizzes or tutorials; or write practice essays based on questions in the study guide provided for each chapter.	A	2

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)	Estimated time on task (hours)
M	Mandatory Orientation – Students must attend a 2-hour meeting held the first week. This meeting orients students to the class content, the syllabus (both printed and on the web), and the web site and provides an opportunity to meet fellow students. The location, time, and date are in the course schedule. Information about this meeting is posted in the FAQ, linked to the announcements page of the course web site.	A	2
A	Announcements – Web Page announcement will notify students of updates to the course and remind them of exam availability and deadlines. When students log off the DF, they are routed automatically to the Announcements page.	P	.1

Course Weekly Schedule of Activities

Enter the information from ICCIS, the traditional method of course content delivery, and the abbreviations used from the above table on the DL course delivery in the appropriate box below. Estimate a student's time on task expected for each activity listed.

Please note: Certain methods of instruction occur in a linked way, so it is difficult to separate the time on task. Examples:

- The mandatory orientation meeting (M) includes time set aside for student exchange of contact information (C) within the total 2 hours.
- When students log off the Discussion Forum (DF), they are automatically routed to the Announcements page (A); reading the announcements may add a minute or two to the two 30-minute DF sessions expected each week.
- Face-to-face meetings (F2F) start with a quiz (Q) which takes up about 15 minutes of the 2-hour class time.

Also, office hour visits (OH) do not lend themselves to this scheduling task, so are not listed week by week. Students are expected to visit at least three times during the semester. Visits may last from five to 15 or more minutes. There are three OH opportunities most weeks in addition to the chat; four during weeks preceding exams.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
1	History of evolutionary thought and the associated controversies	Reading textbook, lecture, in-class student discussion	M, C	2
			DF	1
			EM	.1
			LN	.5
			R	3
			HW	.25
			Q (online)	.25
2	Sources and transmission of inherited diseases	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.25
			C	.25
			CHAT	.25
			S	2
3	Mechanisms of evolution including natural selection and genetic drift	Reading textbook, lecture, in-class student discussion	F2F, Q	2
			Q (online)	.25
			DF, A	1
			LN	.5
			R	3
			C	.25
			EM	.1
			S	2
CHAT	.25			

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
4	Genetic diseases and their evolution	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			X	2
			C	.25
			CHAT	.25
			S	2
5	Population genetics and microevolution	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.5
			C	.25
			CHAT	.25
			S	2
6	Human adaptation and the controversies associated with the concept of race	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			EM	.1
			C	.25
			CHAT	.25
			F2F	2
			S	2
7	Primate taxonomy and primate field studies	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.25
			C	.25
			CHAT	.25
			S	2
			X	2

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
8	Primate taxonomy and primate field studies	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			C	.25
			CHAT	.25
			V	1
			S	2
9	Primate mating strategies	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.25
			C	.25
			CHAT	.25
			V	1
			S	2
			Total	
10	Primate anatomy	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.25
			C	.25
			CHAT	.25
			S	2
11	Methods and aims of paleontology	Reading textbook, lecture, in-class student discussion	DF, A	1
			EM	.1
			LN	.5
			R	3
			HW	.25
			C	.25
			CHAT	.25
			F2F, Q	2
			S	2

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
12	The primate fossil record	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HWW	.25
			C	.25
			CHAT	.25
			S	2
			X	2
			Total	
13	Hominid origins and early forms	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	.25
			C	.25
			S	2
			CHAT	.25
14	Evolution of the genus <i>Homo</i>	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			C	.25
			CHAT	.25
			S	2

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
15	Appearance and spread of modern humans and cultural florescence	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			HW	1
			C	.25
			CHAT	.25
			S	2
16	Forensic anthropology	Reading textbook, lecture, in-class student discussion	DF, A	1
			LN	.5
			R	3
			C	.25
			CHAT	.25
			S	2
			17	The future evolution of humanity
EM	.1			
LN	.5			
R	3			
C	.25			
S	2			
F2F, Q	2			
CHAT	.25			
18	Final exam	Take exam	X	2.5

DISTANCE LEARNING COURSE AMENDMENT FORM

Verification of Process

The following steps must be signed and approved in this order.

1. Distance Learning Team (faculty from Distance Learning Committee / OLFM)

Date: _____

Signature: _____

Recommendations: _____

2. Presentation to Department

Department: Approval _____ Denial _____ Date _____

Signature(s) _____

Recommendations: _____

3. Division: Approval _____ Denial _____ Date _____

Div. Dean Signature _____

Reason for denial _____

4. Educational Design Cmte: Approval _____ Denial _____ Date _____

EDC Co-Chair Signature _____

Reason for denial _____

5. Date Received in Instruction Office: _____