Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM – approved Fall 2010

Course Title Introduction to Library Research

Subject/Course Number LIBR 1A **Course Approval/Review Date** May 24, 2011

Faculty Developer Pauline Swartz **Date** August 22, 2011

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Department Library Department

This Form is to be used to obtain approval for development of all Mt. SAC Distance Learning (DL) courses. Faculty are responsible for completing this Form and obtaining approval at all steps.

Steps for approval of a Distance Learning Course:

1. Obtain an electronic version (*.rtf) of the Distance Learning Course Amendment Form at http://elearn.mtsac.edu/olsc/dstlearn/ .

2. Submit draft of completed Form to the Distance Learning Faculty Coordinator for review and feedback. Make revisions as necessary. Coordinator to submit revised draft to DLC for subsequent review and revision until approval is granted. Hard copy of approved Form will be sent to course developer for further approval steps. **Modifications to the DLC-approved Form are not allowed without notifying DLC of those modifications.**

3. Obtain the approved, signed hard copy of this DL Course Amendment Form from DLC to obtain approval from course developer's Department. Obtain Department Chair's signature on hard copy of Form.

4. Obtain the approved, signed hard copy of this DL Course Amendment Form from Department to obtain approval from course developer's Division Dean. Obtain Dean's signature on hard copy of Form.

5. Obtain the approved, signed hard copy of this DL Course Amendment Form from Division and submit to Educational Design Committee (EDC) for their review and approval.

6. EDC will notify course developer when Form has been approved, or whether revisions are needed. EDC to coordinate with DLC on revisions. When Form is EDC-approved, the electronic version of the approved Form is placed online for all faculty, chairs and deans to download and use when orienting new DL faculty to teaching the course, or for conducting faculty Classroom Visitation evaluations. EDC-approved DL Forms may be found at http://elearn.mtsac.edu/olsc/dstlearn/ .

7. EDC submits approval information to DLC and Instruction Office. Special DL "designators" are placed on the course in Banner, for proper scheduling and assignment.

Course Content:
The rigor and content of a Distance Learning course must match the approved curricula (lecture topics and lab topics, measurable objectives) currently on file for that course in WebCMS. Obtain official course information by accessing Web CMS at http://webcms.mtsac.edu/webcms. Click on the Public Access link, enter the existing course subject and number, and click on the Search button. Then click on the course link created in order to view the official course information. Last approved/reviewed date of course information must not be more than 4 years old, or all course information must be officially reviewed and approved by Department, Division and Educational Design Committee before DL course adaptation occurs.

The faculty developer submitting this amendment and his/her Department faculty are responsible for reviewing the Distance Learning course content to see if the course outline and measurable objectives may be achieved in a Distance Learning mode. Official course outlines (lecture and lab, if applicable) are to be inserted in Table 2, Column 2 in the Distance Learning Course Amendment Form.

Mode(s) of Delivery:
Mt. SAC supports two different modes of Distance Learning delivery - online and hybrid. Online courses have no required on-campus meetings and hybrid courses have required on-campus meetings. Approved Distance Learning courses may be offered in either mode, and must have all required meetings scheduled in Banner at time of faculty assignment, to appear in the Mt. SAC Schedule of Classes.

Designing the DL Course:
Mt. SAC's Distance Learning courses are courses that have regularly scheduled replacement of seat time, are scheduled in Banner, and are published accordingly in the Mt. SAC Schedule of Classes. Distance Learning courses are primarily delivered through the use of Banner-authenticated processes, which requires the use of a Mt. SAC-approved course management system (i.e. currently Blackboard or Course Studio) and Mt. SAC email. Other course delivery methods may be used for supplemental learning, but required course activities contributing to the course grade must be conducted using authenticated methods.

All required Distance Learning course content and delivery methods must be accessible to all students, including those students with disabilities. A good design rule is to create course content using Universal Design Principles. If required audio and video course components are used in any course, they should be captioned, or at minimum, a transcript posted. For information on Universal Design Principles or to obtain aid in developing accessible course materials, contact Disabled Students Programs and Services.

Some course measurable objectives may not be feasible in the DL mode, and the developer may then plan for a hybrid delivery instead of a fully online delivery mode. The Distance Learning Faculty Coordinator or the Assistant Distance Learning Faculty Coordinator can offer suggestions for the adaptation of traditional course components for online delivery. A well-developed DL course may include the following:

- Course outline – lecture and lab (if applicable)
- Learning objectives/outcomes (course measurable objectives, course SLOs)
- Syllabus
    - Course Reference Number (CRN), name and ID
    - Class times and locations
    - Schedule of activities (assignments and deadlines)
    - Professor contact information and office hours
    - Grading policy
    - Attendance/interaction policy
    - Make-up policy for missed work
    - Campus policies – add/drop, academic dishonesty, repeating courses
    - College's policy on email usage (Mt. SAC email only)

- Frequently Asked Questions (FAQs)
- Student and Professor expectations
- Good web design principles that address accessibility/accommodations for disabled students, especially with audio and video components
- A variety of web-based learning materials
- Discussion forum
- Interactive and relevant links to assignments or activities
- Content organized by themes or chunks of information (topics, chapters, weeks)
- Assessments

DL Course Components and Delivery Methods:
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.

In order to approve a course for DL delivery with attention to Title 5 regulations, it is necessary for the faculty developer of the DL course to describe each envisioned component and delivery method of the DL course. Please complete the following table, being as descriptive and specific as possible about the **Mechanics** and **Pedagogy** envisioned for each component and delivery. For any online assignment that is in purely audio or video format, include information on the alternative learning modes that will also be available to disabled students. For each instruction method listed in the table, include:

1. unique abbreviation of the method (to be used later in Table 2 - Course Weekly Schedule of Activities). Some examples of abbreviations that can be used in the table are:
   - A = Announcements
   - AV = Audiovisual Components
   - C = Communication between Professor and Students (office hours, email, phone, other)
   - CO = Course Orientation (first contact by Professor + orientation to DL course)
   - DF = Discussion Forum
   - E = Essay Papers
   - F2F = On-Campus Classroom Meetings/Activities (for hybrid courses or course orientation meetings)
   - G = Group work
   - H = Homework Assignments
   - LA = Lab Activities
   - LEC = Lecture Content Delivery (written notes, PowerPoint presentations, outline)
   - PA = Practice Assessments
   - PM = Publisher's Provided Materials
   - Q = Quizzes
   - R = Research Papers or Projects
   - S = Study Guides or Sessions
   - T = Tests
   - TR = Textbook Readings
   - TX = Text Documents in Multiple File Types (e.g., .DOC, .RTF, .PDF)
   - Other short abbreviations may be used if not found on this list
2. how the method will work (**Mechanics**)
   - how the method's interaction is initiated (by Professor or student) – give specifics of assignments, if necessary for clarification
   - how the activity is conducted (by the student alone, with other students, or with the Professor), and how submitted to the Professor
   - how feedback (grade or comments) are given to the student at the end of each activity

3. how the method will help students to learn the course material (**Pedagogy**)

Table 1. DL Course Components and Delivery Methods

Include methods that may be used by any faculty who teaches this course. Methods envisioned by the developer of the course do not prohibit the use of other methods by other faculty who may subsequently teach this DL course.

Method Abbreviation	**Mechanics of Method/Activity** (how does the method work?)	**Pedagogy of Method/Activity** (how will students learn through this method?)
A	**Announcements:** Weekly class announcements will be posted to the current Learning Management System (LMS). Announcements may be posted more frequently if so determined by the instructor. If the current LMS allows, announcements may also be sent to the students' Mt. SAC email addresses and displayed on the Mt. SAC portal. Typical types of announcements include: reading and assignment deadlines, quiz and exam reminders, assignment details or clarification, information regarding technical issues (e.g., reminders of scheduled maintenance on the LMS), and helpful resources.	Announcements will help students keep up-to-date with activities in the course. Regular communication helps students engage in the course and with the instructor.
AV	**Audio and Video Components:** Audio and video components that illustrate course concepts may be integrated into lectures or assigned as part of the reading assignment. Audio and video components will be captioned or a transcript will be provided.	Audio and video components reinforce concepts covered in the lectures and readings, and appeal to a variety of learning preferences.
C	**Communication between Professor and students (office hours, email, phone, other):** Communication between instructor and students will take place throughout the course. Contact may take place in a variety of ways including email, phone, and in-person or online office hours. Students will be encouraged to contact the instructor regarding the course at any time. Instructors are expected to respond in a	Regular communication with students will help to construct a sense of community and build relationships between students and the instructor. Prompt responses to student contact will help to ease tension and anxiety that the online student may experience (Lehamn 60).

	timely manner to communication from students, usually within 1-2 business days. Instructors will maintain office hours. The instructor's contact information will be posted on the course LMS and the syllabus.	
CO	**Course Orientation:** Students will participate in an orientation to the course in an online environment or in a face to face (F2F) meeting as determined by the instructor. For example, an instructor teaching LIBR 1A as a hybrid course may choose to have a F2F course orientation meeting. The course orientation will include such topics as the course goals, syllabus, course expectations for instructor and student, instructor contact information, and how to navigate the course website.	A course orientation will promote success in the DL course by ensuring that regardless of past experience with technology, all students will be able to login to the course website and locate course materials and other LMS features (e.g., viewing grades). Students completing the orientation will also have realistic expectations of the demands of the course including the required time commitment. A course orientation meeting will provide students with a sense of being a member of the class and affiliated with a group of students who share a similar goal. This is vital as "sensing or exhibiting a need for affiliation is key to a successful and meaningful online learning experience" (Dabbagh 220).
DF	**Discussion Forum:** The instructor will post Discussion Forum (DF) prompts to check for student understanding, foster exploration of course concepts, consider a scenario, and facilitate class discussion. The prompt will include the desired learning outcome of the activity, discussion topic, length and content expectations, deadline, and available points. The instructor may also include a grading rubric. Directions for posting an original message and responding to messages will be available in the DF and in a variety of places on the course website in the LMS. The instructor may use the DF to facilitate group work (G) or individual work. Feedback on DF posts will be delivered to students using the LMS gradebook, integrated	Utilizing the DF will create opportunities for students to interact and discuss course content. Interaction and discussion is essential for student learning because "learning occurs when people discuss the content of the lesson with others" (Lehman 21). Ensuring that students engage with others in class discussion will "assist learners in constructing new knowledge primarily through dialogue as a form of interaction" (Dabbagh 223). Participating in a discussion forum may also help students retain course content. Please see the learning pyramid in the "Group Work" section. The course orientation or the initial DF assignment may include an explanation of the

	LMS feedback features, or Mt. SAC email.	purpose of using the DF, additional LMS communication or collaboration features, or other technology that allows for communication and interaction because "online learners must understand and value the learning opportunities afforded by collaborative and communication technologies in order to engage actively and constructively in learning" (Dabbagh 220).
E	**Essay Papers:** The instructor may assign a short paper (1-2 pages) in one or more of a variety of formats including: a) a position paper, b) a reflective paper tying course concepts to the student's personal or academic research needs, c) an expository paper, or d) a reaction paper. The paper may include references to course content, such as the course readings, supplementary materials, and lectures. Essay prompts will include the desired learning outcomes, topic choices, length and content expectations, deadline, and available points. The instructor may also include a grading rubric. The prompt will be available in the "Assignments" section of the LMS. Paper deadlines will be listed in the course syllabus and the course schedule. Students will submit essays using authenticated means via the LMS or email from their Mt. SAC email account depending on instructor's preference. Feedback on papers will be delivered to students using the LMS gradebook, integrated LMS feedback features, or Mt. SAC email.	Essay papers encourage students to think critically about course content and apply it to their research needs. Students may also apply course concepts to develop arguments and to further their understanding and application of research tools and strategies.
F2F	**Face to Face (on-campus classroom meetings/activities for hybrid courses or course orientation meetings):** Students may participate in F2F meetings as determined and scheduled by the instructor. For example, an instructor teaching LIBR 1A as a hybrid course may choose to have F2F meetings at regular intervals such as bi-weekly or at critical points in the semester as	F2F meetings will use a variety of teaching methods to appeal to many different learning preferences. F2F meetings will also provide students with a sense of community and course affiliation that may be challenging to achieve for some students in an online classroom (Dabbagh 220).

<table>
<tr><td></td><td>determined by the instructor.

The instructor may use active, collaborative, or problem-based learning techniques during F2F meetings in order to reinforce, introduce, or further course concepts. The instructor may also use these techniques as a means to observe the students' ability to effectively apply course concepts.</td><td></td></tr>
<tr><td>G</td><td>Group Work:

Some assignments and activities may require students to work in groups. Students may be assigned to groups in a variety of ways such as: a) at a F2F meeting, or b) by email or LMS communication.

Group work requires active participation by all group members and a peer evaluation may be included as part of the assignment.

Groups may have options regarding how they conduct their work such as utilizing communication features in the LMS, using other online communication and collaboration tools (e.g., Google Docs), or meeting at a mutually agreed upon public location.

Students will submit completed group work using authenticated means via the LMS or email from their Mt. SAC email account depending on instructor's preference.

Students may also be asked to submit or present their group work at a F2F class meeting.

Feedback on group work will be delivered to students using the LMS gradebook, integrated LMS feedback features, or Mt. SAC email.</td><td>Students will work collaboratively with group members to apply course concepts and to negotiate and construct meaning. Creating opportunities for interaction is essential in order to effectively engage students with a variety of learning styles. Moreover, "good facilitators find ways through their course design and discussion questions for students to work together. This is not for the social aspect but to help deepen the learning that occurs when students are able to bounce ideas off one another, share life experiences that enrich the topic, role-play scenarios, and otherwise engage in a more fruitful discussion than the one dimensional lecture mode of old" (Lehman 61).

Group work and discussion groups increase students' ability to recall course content. According to "the learning pyramid," students who engage in a discussion group are likely to retain 50% of what was discussed after a 24 hour period, which is greater than lecture only (5% retention) or reading (10% retention) (Sousa 95). The learning pyramid is summarized below:

<table>
<tr><th>Instructional Method</th><th>Average Retention Rate After 24 Hours</th></tr>
<tr><td>Lecture</td><td>5%</td></tr>
<tr><td>Reading</td><td>10%</td></tr>
<tr><td>Audiovisual</td><td>20%</td></tr>
<tr><td>Demonstration</td><td>30%</td></tr>
<tr><td>Discussion Group</td><td>50%</td></tr>
<tr><td>Practice by Doing</td><td>75%</td></tr>
<tr><td>Teach Others/Immediate Use of Learning</td><td>90%</td></tr>
</table>

Although the learning pyramid was developed in the 1960s, Sousa notes that recent studies "generally support the original results" (95).</td></tr>
</table>

H	**Homework Assignments:** Assignments will require students to practice and explore the concepts, research resources, and search strategies covered in the course. Some homework assignments may utilize realistic research scenarios. Assignment prompts will be available in the "Assignments" section of the LMS. Prompts will include the desired learning outcome, assignment details, deadline, and available points. The instructor may also include a grading rubric. Assignment deadlines will be listed in the course syllabus and the course schedule. Students will submit assignments using authenticated means via the LMS or email from their Mt. SAC email account depending on instructor's preference. Feedback on assignments will be delivered to students using the LMS gradebook, integrated LMS feedback features, or Mt. SAC email.	Assignments will serve as checkpoints of understanding and allow students to receive regular and prompt feedback from the instructor. Some homework assignments may include realistic research scenarios because "adult learners often ask, 'Why do I need to know this?' with an emphasis on the pronoun I... Real-life scenarios and experiences need to be a part of the lesson planning for adult learners" (Lehman 23). Some homework assignments may require students to make progress on completing their final research project. Dividing the research project into manageable chunks will help students complete the assignment by the required deadline and receive feedback on their research techniques, sources, and segments of the final research project throughout the semester.
LEC	**Lecture Content Delivery (written notes, PowerPoint presentations, outline):** Lectures may be delivered in a variety of ways such as: PowerPoint presentation, Prezi presentations, or by using other effective presentation, lecture, or demonstration tools. Audio and video components may be integrated into lectures. Audio and video components will be captioned or accompanied by a transcript or text description. Lectures will be available in the LMS.	Lectures will work with required textbook readings by providing a variety of explanations, examples, visuals, and audio in order to appeal to students with diverse learning preferences.
PA	**Practice Assessments:** Practice exercises, research problems, quizzes, and assignment drafts may be assigned as required or optional as determined by the instructor. PA instructions, prompts, and information on whether or not the PA is required will be	A practice quiz may be given before the first quiz in order to ensure that students do not encounter technical difficulties during a real testing scenario. Practice exercises and problems will provide check points of understanding for students and may help them detect areas of confusion or weakness early on so that they can consult

	provided to the student in the LMS. Deadlines will be listed in the course syllabus and the course schedule in the LMS. Students will submit PAs using authenticated means via the LMS or email from their Mt. SAC email account depending on the instructor's preference. Feedback will be delivered to students using the LMS gradebook, integrated feedback features in the LMS, or Mt. SAC email.	with the instructor. Practice assessments may also strengthen student mastery of course concepts and provide another avenue for feedback from the instructor.
Q	**Quizzes:** Students will take quizzes regularly throughout the course. Quizzes may be completed via the LMS, in the classroom (if hybrid), or in the campus testing center as determined by the instructor. Quizzes may include a variety of question types such as multiple choice, short answer, and problem solving. Quiz dates, available points, and instructions will be posted in the LMS. The instructor may also email the class or post an announcement with quiz reminders and instructions. Quizzes and tests will assess student mastery of course terminology, introductory research techniques, basic academic library research tools, evaluation of sources based on given criteria, composing citations, and other concepts covered in the course. Quiz scores and feedback will be delivered to students using the LMS gradebook, integrated LMS feedback features, or Mt. SAC email.	Quizzes are given to check for student learning of course materials before proceeding to the next unit. Quizzes provide the student with timely feedback on their progress in the course. Quizzes also encourage students to keep up with the pace of the course and to engage with the course materials at regular intervals.
R	**Research Papers or Projects:** The instructor may assign a research paper or project. Types of research assignments may include: a) a research paper, b) an annotated bibliography, or c) a literature review. In order to complete a culminating research	Research papers or projects may be required as the purpose of the course is to introduce students to academic research resources, techniques, and source evaluation strategies. Research papers or projects require students to synthesize the many concepts, search techniques, and tools learned in the course and to select and apply the most effective in order to complete academic research.

	paper or project successfully, the student must demonstrate the ability to meet the course measurable objectives: 1. Articulate information needs as research statements or questions. (ACRL Standard 1.1) 2. Identify and select research tools and sources appropriate for accessing needed information. (ACRL Standard 2) 3. Formulate and refine research strategies by applying effective search techniques. (ACRL Standards 2 and 4) 4. Evaluate and select sources based on reliability and relevance. (ACRL Standard 3) 5. Compose citations for a variety of types of sources following a documentation style guide. (ACRL Standard 5.3) Research assignment prompts will be provided to the student in the LMS. Prompts will include the desired learning outcome, assignment details, deadline, and available points. The instructor may also include a grading rubric. Deadlines will be listed in the course syllabus and the course schedule in the LMS. Students will submit research assignments using authenticated means via the LMS or email from their Mt. SAC email account depending on instructor's preference. Feedback will be delivered to students using the LMS gradebook, feedback features integrated into the LMS, or Mt. SAC email.	
S	**Study Guides or Sessions** Study guides may be provided to students or partially generated by students using collaboration features in the LMS or a freely available tool such as Google Docs. If a freely available outside tool is used, the study guide will be posted in the LMS. If study guides are partially generated by students, the instructor will finalize the guide before posting it.	Study guides are included to increase student success in the course and to support the students' development as self-directed and self-monitored learners. "Given the physical absence of an instructor in online learning, the ability of learners to monitor and regulate their own learning is critical" (Dabbagh 220).
T	**Tests:** A final exam will be given. The instructor may	Students will demonstrate comprehension and application of concepts learned in the course by accurately completing the test

	give additional tests such as a midterm. Tests may be completed via the LMS, in the classroom (if hybrid), or in the campus testing center as determined by the instructor. Tests may include a variety of question types such as multiple choice, short answer, short essay, and problem solving. Tests will assess student mastery of course terminology, introductory research techniques, basic academic library research tools, evaluation of sources based on given criteria, composing citations, and other concepts covered in the course. Test dates, available points, and instructions will be published in the course syllabus, posted to the LMS, and included in class announcements. Test scores and feedback will be delivered to students using the LMS gradebook, integrated LMS feedback features, or Mt. SAC email.	questions. As some questions may be scenario or problem based, students will demonstrate the use of critical thinking to apply appropriate course concepts.
TR	**Readings:** Students will read the textbook and other assigned reading material according to the schedule in the syllabus and posted on the course website. Other assigned reading material may include periodical articles, websites, online tutorials, instructor created guides, books or portions of books, or other reading materials that the instructor specifies. Reading assignment reminders will be included in course announcements.	Course readings will be chunked out and sequenced in order to help students comprehend and apply the course content. The textbook provides a solid foundation of course concepts and includes a variety of examples, review questions, and visuals. Additional assigned reading material will provide further examples or demonstrate the application of course concepts in real world scenarios such as relevant current events. Course readings that integrate visuals, audio (with transcripts), and videos (with captions or transcripts) are designed to appeal to a variety of student learning preferences.
TX	**Text Documents:** RTF, PDF, and Word files of the text of instructor created materials such as lectures, handouts (e.g., study guides), transcripts, assignment prompts, and grading rubrics will be available on the course website.	A variety of formats of course materials will be provided in order to ease student access.

Works Cited

Dabbagh, Nada. "The Online Learner: Characteristics and Pedagogical Implications." *Contemporary Issues in Technology and Education* 7.3 (2007): 217-226. Web. 2 Mar. 2011.

Lehman, Kay Johnson. *Making the Move to eLearning: Putting Your Course Online*. Lanham: Rowman, 2009. *NetLibrary*. Web. 1 Mar. 2011.

Sousa, David A. *How the Brain Learns*. 3rd ed. Thousand Oaks: Corwin Press, 2006. Print.

DL Course Weekly Schedule of Activities

Complete the following table, by entering the official WebCMS information for this course, the current methods used in the traditional offering of this course, and use the abbreviations from **Table 1** for the DL delivery of the course. Estimate a student's time on task expected for each DL abbreviation activity listed**.**

Table 2. DL Course Weekly Schedule of Activities
All methods listed in Table 1 must be listed below. Use a 16-week format, even if shorter versions of the course are offered.

For your convenience I have copied/pasted the Lecture Topical Outline and the Measurable Objectives from the LIBR 1A COR approved by EDC May 24, 2011.

LIBR 1A Lecture Topical Outline	LIBR 1A Measurable Objectives
- Criteria to evaluate sources of information - Evaluation and selection of sources of information - Reference sources - Research question or research statement development - Library catalogs - Book evaluation and selection - Periodical databases - Periodical article evaluation and selection - Search techniques that narrow or refine search results - Search techniques that broaden search results - Controlled vocabularies to increase search result precision - Research strategies to construct effective search queries - Research strategies to develop plans and timelines for research projects - Academic integrity and source documentation - Final exam	1. Articulate information needs as research statements or questions. (ACRL Standard 1.1) 2. Identify and select research tools and sources appropriate for accessing needed information. (ACRL Standard 2) 3. Formulate and refine research strategies by applying effective search techniques. (ACRL Standards 2 and 4) 4. Evaluate and select sources based on reliability and relevance. (ACRL Standard 3) 5. Compose citations for a variety of types of sources following a documentation style guide. (ACRL Standard 5.3)

1	2	3	4	5
Week	**Course Outline Lecture and/or Lab** (from WebCMS)	**Traditional Course** (use brief descriptions)	**DL Course** (use abbreviations from Table 1)	**Estimated time on task** (hrs)
1	• Introduction Lecture Topical Outline • Research strategies to develop plans and timelines for research projects Possible Measurable Objectives • #2	• Lecture • Course Expectations and syllabus • Discussion • Activity • Readings	A, LEC, CO, F2F, C, TX DF, G TR, AV H	A, C, TX: <0.5 hr CO, F2F: 0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr H: 0.5 hr
2	Lecture Topical Outline • Criteria to evaluate sources of information • Evaluation and selection of sources of information Possible Measurable	• Lecture • Activity • Group Work • Readings • Practice Quiz	A, C, TX LEC DF, G TR, AV PA	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr PA: <0.5 hr

	Objectives • #4			
3	Lecture Topical Outline • Evaluation and selection of sources of information Possible Measurable Objective • #4	• Lecture • Activity • Group Work • Readings • Homework Assignment: Evaluating Sources Exercise	A, C, TX LEC DF, G TR, AV, S H	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 1 hr TR, AV, S: 0.5 hr H: 0.5 hr
4	Lecture Topical Outline • Reference Sources • Search techniques that broaden search results Possible Measurable Objectives • #2, #3	• Quiz (weeks 1-3) • Lecture • Activity • Readings	Q A, C, TX LEC DF, G TR, AV	Q: <0.5 hr A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr
5	Lecture Topical Outline • Reference Sources • Research question or research statement development • Academic integrity and source documentation Possible Measurable Objectives • #1, #2, #5	• Lecture • Activity • Group Work • Readings • Homework Assignment: Proposal for research project	A, C, TX LEC DF, G TR, AV, S H, R	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV, S: 0.5 hr H and R: 0.5 hr
6	Lecture Topical Outline • Library Catalogs • Search techniques that narrow or refine search results Possible Measurable Objectives • #2, #3	• Quiz (weeks 4-5) • Lecture • Activity • Readings	Q A, C, TX LEC DF, G TR, AV	Q: <0.5 hr A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr
7	Lecture Topical Outline • Library Catalogs • Controlled vocabularies to increase search result precision Possible Measurable Objectives • #2, #3	• Lecture • Activity • Readings • Homework Assignment: Catalog search practice	A, C, TX LEC DF, G TR, AV H	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr H: 0.5 hr
8	Lecture Topical Outline • Book evaluation and selection	• Lecture • Activity • Group Work	A, C, TX LEC DF, G	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr

	• Academic integrity and source documentation Possible Measurable Objectives • #4, #5	• Readings • Homework Assignment: Citations and annotations for book sources for research project	TR, AV, S H, R	TR, AV, S: 0.5 hr H, R: 1 hr
9	Lecture Topical Outline • Periodical article evaluation and selection Possible Measurable Objectives • #4	• Quiz (weeks 6-8) • Lecture • Activity • Readings	Q A, C, TX LEC DF, G TR, AV	Q: <0.5 hr A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr
10	Lecture Topical Outline • Periodical databases • Search techniques that narrow or refine search results • Search techniques that broaden search results Possible Measurable Objectives • #2, #3	• Lecture • Activity • Readings • Homework Assignment: Article database searching exercise	A, C, TX LEC, DF, G TR, AV H, R	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr H, R: 0.5 hr
11	Lecture Topical Outline • Research strategies to develop plans and timelines for research projects Possible Measurable Objectives • #1, #2, #3, #4	• Lecture • Activity • Group Work • Readings • Homework Assignment: Draft plan for research project	A, C, TX LEC DF, G TR, AV, S H	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV, S: 0.5 hr H: 1 h
12	Lecture Topical Outline • Periodical Databases • Controlled vocabularies to increase search result precision Possible Measurable Objectives • #2, #3	• Lecture • Activity • Group Work • Readings • Homework Assignment: Citations and annotations for periodical article sources for research project	A, C, TX LEC DF, G TR, AV, S H, R	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV, S: 0.5 hr H, R: 1 hr
13	Lecture Topical Outline • Research strategies to construct effective search queries	• Quiz (weeks 9-11) • Lecture • Activity • Group Work	Q A, C, TX LEC DF, G	Q: <0.5 hr A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr

	Possible Measurable Objectives ● #1, #2, #3	● Readings ● Homework Assignment: Problem-based research scenarios	TR, AV H, R, E	TR, AV: 0.5 hr H, R, E: 1 hr
14	Lecture Topical Outline ● Periodical article evaluation and selection ● Academic integrity and source documentation Possible Measurable Objectives #4, #5	● Lecture ● Activity ● Readings	A, C, TX LEC DF, G TR, AV	A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV: 0.5 hr
15	Lecture Topical Outline ● Research strategies to develop plans and timelines for research projects ● Academic integrity and source documentation Possible Measurable Objectives ● #1, #2, #3, #4, #5	● Quiz (weeks 12-14) ● Lecture ● Activity ● Readings ● Research Project Due	Q A, C, TX LEC DF, G TR, AV, S R, E	Q: <0.5 hr A, C, TX: <0.5 hr LEC: 0.5 hr DF, G: 0.5 hr TR, AV, S: 0.5 hr R, E: 4 hr (students should manage their time to spread this over the semester)
16	Lecture Topical Outline ● Final Exam Possible Measurable Objectives ● #1, #2, #3, #4, #5	Final Exam	A, C, TX T	A, C, TX: <0.5 hr T: 2.5 hr

Teaching the DL Course:
All faculty wishing to teach a DL course at Mt. SAC must complete the Skills and Pedagogy for Online Teaching (SPOT) process before being assigned to teach that course. Prerequisites for SPOT include completion of Blackboard Basics training and active use of Mt. SAC email. The SPOT process is facilitated during Fall and Spring semesters only. To learn more about SPOT, go to http://spot.mtsac.edu.

For additional mentoring on DL course design and development, take a DL-related Professional & Organizational Development (POD) workshop or contact the Online Learning Faculty Coordinator or Assistant Online Learning Faculty Coordinator.

Evaluations of DL Faculty
Distance Learning faculty are evaluated using different evaluation forms than faculty teaching traditional courses. The evaluation forms to be used in evaluating DL faculty are:

- Student Evaluation of Distance Learning Faculty (Form H.2.e STUDENT - DL)
- Classroom Visitation of Distance Learning Faculty (Form H.4.c CLASSROOM - DL)

Consult the current Faculty Agreement (contract) for these evaluation forms. Consult Distance Learning Program web site (http://www.mtsac.edu/instruction/learning/distlearn/) for details on these evaluation processes.

Resources for DL Faculty and Students
Campus resources that are available for Distance Learning faculty and students are:

Distance Learning/Online Learning Support Center faculty support:
- Distance Learning Program website – http://www.mtsac.edu/instruction/learning/distlearn/
- Dean, Library & Learning Resources – Meghan Chen, x5658, mchen@mtsac.edu
- Online Learning Resource Center (OLSC) - located in LTC-262
- Distance Learning Faculty Coordinator – LTC 262
- Assistant Distance Learning Faculty Coordinator – LTC 262
- Distance Learning/Electronic Reference Librarian – LTC -262, Paul Kittle, x4258, pkittle@mtsac.edu
- Teaching & Learning Technology Specialist - Carol Webster, x5016, cwebster@mtsac.edu
- IT Help Desk – 909-594-5611, x4357 or HelpDesk@mtsac.edu

Faculty development resources:
- Professional & Organizational Development (POD) for Blackboard Basics training – http://pod.mtsac.edu
- Blackboard Basics Manual – http://bbbasics.mtsac.edu
- Skills & Pedagogy for Online Teaching (SPOT) – http://spot.mtsac.edu

Student resources:
- Disabled Students Program & Services - http://dsps.mtsac.edu
- Online Counseling - https://my.mtsac.edu/OnlineCounseling/Welcome.aspx
- SOLAR: Skills for Online Learning – Assessment of Readiness - http://elearn.mtsac.edu/olsc/readiness
- Mt. SAC Library – http://library.mtsac.edu
- Learning Assistance Center – http://lac.mtsac.edu
    - Tutorial Services – http://ts.mtsac.edu
    - Testing Center – Learning Assistance Center, LTC lower level
- Placement Tests (English, Reading, Math, Chemistry) - http://www.mtsac.edu/students/assessment/info.html

DISTANCE LEARNING COURSE AMENDMENT FORM
Verification of Approval

The following steps must be approved and signed in this order. It is the developer's responsibility to obtain an approval signature at each step of this process. Any questions, contact Meghan Chen, Dean of Library & Learning Resources at (909) 274-5658.

Course: LIBR 1A: Introduction to Library Research

1. Distance Learning Committee

DLC Co-chair Signature:_____ Date_____

DLC Co-chair, Dean, Library and Learning Resources

Signature:_____
Date_____

2. Faculty Developer
Note to Developer: *Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. Developer understands that the content, rigor, interaction, authentication and accessibility of the DL course must adhere to various regulations in the development and delivery of the DL course.*

Faculty Developer Signature:_____ Date_____

3. Department
Note to Department Chairs: *Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. To check faculty eligibility to teach a DL course or to view Forms of approved DL courses, go to http://elearn.mtsac.edu/olsc/dstlearn/ .*

Chair Signature(s)_____ Date_____

4. Division
Note to Division Deans: *Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. To check faculty eligibility to teach a DL course or to view Forms of approved DL courses, go to http://elearn.mtsac.edu/olsc/dstlearn/ .*

Dean's Signature_____ Date_____

5. Educational Design Committee
Note to EDC: *Any modifications to this Form must be coordinated with the DLC. Notify DLC when this Form has been approved. Regular review and/or changes to official course outline(s) do not require subsequent review by DLC. Only substantial changes to course delivery need additional DLC review and approval.*

EDC Co-Chair Signature_____ Date_____

6. Date Received in Instruction Office _____