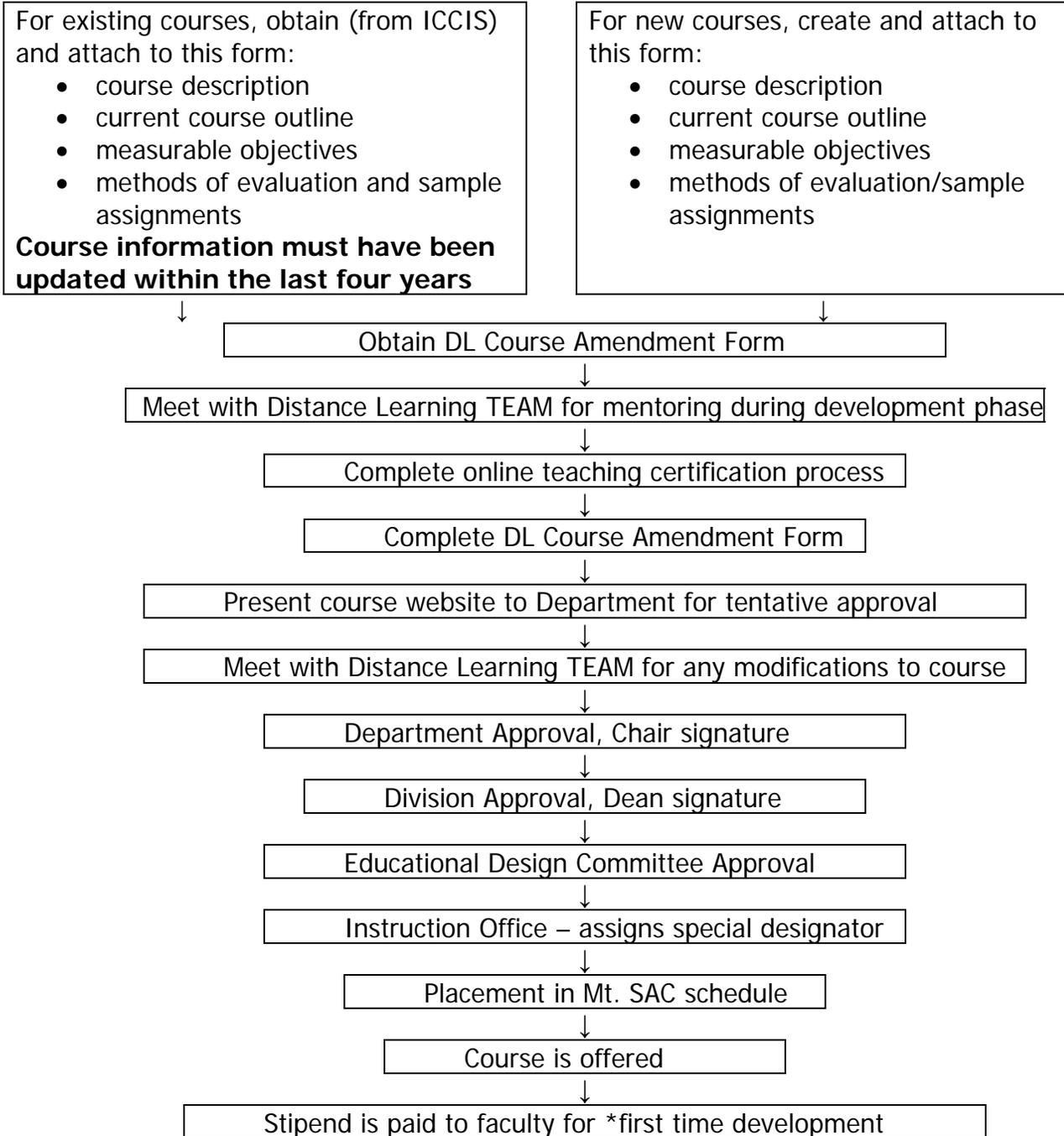


Mt. San Antonio College DISTANCE LEARNING COURSE AMENDMENT FORM (REQUIRED)

Process Flowchart

(for new DL courses or amendment of existing traditional courses)



*The first DL course that is developed by a faculty member results in a stipend being paid to the faculty member in the amount of \$1000 after the course is offered and taught by that faculty member. Subsequent course(s) and web development does not result in any further stipend. Training, workshops, and resources are available for faculty from Online Learning Support Center and Staff & Organizational Learning.

Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED – fill in blanks only)

Course Title Introduction to Psychology

Prefix/Number PSYC 1A

Developer Michael A Dowdle Date March 28, 2006

Department Psychology, Education

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). Attach that information to this document. 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?

33-99 %

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/mdowdle/psyc1a>

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

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 _____ software)

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

 Online courses: (Mt. SAC Other SBVC Online teaching Course)

 *Date of Certification for online teaching (required): **November 4, 2005**

 Other experience: Web Design, course web pages since 1998

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 _____ Mt. SAC Yours _____

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

Computer Printer FAX Other _____

Software _____

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

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?

Interactions will take place via mandatory meetings, e-mail, discussion forums, chat rooms, face-to-face, by phone, during office hours, and by posting announcements on an announcement page.

2. What will make this interaction effective?

Instructor initiated interaction: Students may be required to respond to a specific question, such as in a discussion forum. Once students have responded, the instructor will respond back with a follow-up question that requires the students to respond again. This interaction could occur face-to-face, via e-mail, in a forum, etc. Students may also be required to engage in a specific activity or complete an assignment that may be listed on an announcements page. The assignment then may be submitted in person, via e-mail, in a forum, etc. The instructor will then grade the assignment and return it to the student, with feedback.

Student initiated interaction: Students may pose a question to the instructor (e.g., "when can I make-up an exam?") which requires the instructor to respond back with options for the student at which time the student must choose and reply back. This may occur via any of the interaction modes.

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

Students' or instructor's technological skill level could interfere with accessing some forms of communication (e.g., forums, e-mail, chat rooms). Communication skills or the ability to effectively communicate ideas in writing may also create a problem.

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

Providing study questions or "questions for review" and allowing students to complete these questions at their own pace prior to a scheduled quiz/exam then posting these questions as an assignment or in a discussion forum for other students and the instructor to provide feedback. Discussion forums will also create an active learning environment where students will be able to interact and learn from each other.

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

Assessments can be administered face-to-face during mandatory meetings, online, or at the Learning Assistance Center. Examinations will be given in class (Hybrid course), through the LAC, or on-line using classroom management software. Exams will cover multiple topics/chapters. Quizzes will be given in class (Hybrid course), through the LAC, or on-line using classroom management software.

Quizzes will cover one or two topics/chapters and will be given on a weekly or near weekly basis to encourage students continued study of the course material.

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

Special discussion forums set up for "HELP" will allow those students who need more attention to receive feedback from the instructor as well as fellow students. Face-to-face meetings, during office hours or by special appointment, will also be available. Students can also get assistance via e-mail.

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

Instructor-administered evaluations, both formative and evaluative, will be given to students. Students will have the opportunity to evaluate both the instructor as well as the course for their effectiveness in the learning experience. The use of classroom assessment techniques (CATS) throughout the course will also aid in evaluating student learning of specific assignments/requirements in the course. A comparison of students' retention and success with the same traditional courses may also be used to evaluate the effectiveness of this course

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

A web-link to Disabled Students Programs & Services as well as location, phone, e-mail information for DSP&S will be provided. All images on the course web pages will have alternative text descriptions ("alt" tags). All documents will be text based to allow internet text-reader software to discern them.

Mt. SAC Student Resources:

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

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

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

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

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

DSP & S accessibility adaptation

Other _____

Future Support and Certification Needed:

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

Blackboard training.

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

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)
DF	Discussion Forum – Questions from the instructor will be posted in a Discussion Forum in the course web site. Students will be directed in their weekly schedule of activities in the course web site to the Discussion Forum questions, where there will be instructions for creating and posting an original message and a reply to at least one other student's original posting. Instructions will include the suggested topic(s), research and reflection required before posting the original message, expected length of message, posting deadline, amount of credit for the posting, and instructions regarding late or missed postings.	A
QFR	Questions for Review – Questions For Review (QFR) will be required on a weekly basis and are meant to foster examination of the materials from the text. QFRs will cover the current topic. These QFRs will be completed, primarily, using the materials from the text. Students' task will be to complete the questions and submit them via e-mail, in a discussion forum, or as an assignment. Students may even pick some of the questions to complete, however, they must choose a certain amount from each chapter and section.	A
TP	Thought Piece(s) – These assignments are designed to encourage students to think about the material in this course, and connect it to their own life. Each written assignment will take the form of a "Thought Piece," and each piece should deal with a single, specific topic covered in one of the chapters in the text book. Students may choose any topic from the appropriate chapters to write about. Each Thought Piece should relate a concept covered in one of the chapters to events in their own life. Each Thought Piece must meet the following criteria: 1) Define the concept. This should be a dictionary-like definition; 2) Describe the concept which they are writing about. This should be a further explanation of the topic, mostly in their own words; 3) Elaborate on the concept using at least two (2) of the following three methods - personal experience, emotional, philosophical, and moral reaction, or another source, other than their text.	A
RP	Research Project – The goal of this assignment is for students to research something they find interesting. Doing research can be an exciting experience. Students will engage in the sort of writing that is the basis for literature reviews and research reports both of which are common types of "term paper assignments" as well as the basis for writing in psychology. Using articles from the psychological literature the paper will be in the form of an APA formatted literature review or research proposal. The paper should address issues not covered in depth in the text. Often researchers disagree on a number of points. It will be the students' job to effectively organize the material and integrate points of view.	A
WA	Web Activity – To encourage students' critical thinking skills and increase skills in accessing useful information on the web, students will visit a designated web site related to the current course topic and answer a series of questions about the site. The questions may be evaluations about the information contained on the site, reporting information contained on the site, or may require using the site's information to answer critical thinking questions.	A

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
OBS	Observation Paper – This assignment requires students to observe the “real life” behaviors of people in a given context (classroom, workplace, health, sociology, and the law). Papers will integrate and apply course concepts throughout the paper. Students will identify the context they have chosen and explain why they have chosen to analyze this particular context and describe what they have observed. Students will: identify and define two course concepts they felt applied to the observation; provide an analysis of their findings; and demonstrate how the two concepts they have identified and defined apply to the observation made. Students will discuss their overall analysis regarding the issues in this paper.	A
EXM	Exams – Examinations will be given in class (Hybrid course), through the LAC, or on-line using classroom management software. Exams will cover multiple topics/chapters.	A
QUZ	Quizzes – Quizzes will be given in class (Hybrid course), through the LAC, or on-line using classroom management software. Quizzes will cover one or two topics/chapters and will be given on a weekly or near weekly basis to encourage students continued study of the course material.	A
EML	E-Mail – E-mail will be used to correspond with students as well as an alternative method of submitting assignments (QFRs, OBSs, TPs, etc.). Students will be informed of the appropriate procedures for submitting assignments via e-mail (e.g., attachments vs. inline text).	A
CHT	Chat rooms – On-line chat rooms will be used as an alternative to meeting face-to-face with the instructor, and are optional for the students. Instructors can have virtual office hours via chat rooms. Students can also interact to ask and answer questions of each other and work collaboratively on assignments.	A
F2F	Face-to-Face Meetings – Regularly scheduled class meetings, such as in a hybrid course, will allow lecture type instruction, group activities, and quizzes/exams to be administered in person. A mandatory F2F meeting the first week of a term will allow the instructor to “train” students in the use of the course web pages.	A
HLP	HELP Board – Students will be able to post questions about class policies, requirements, or content-related issues. The instructor will monitor this board and respond to any questions posted. Students will also be encouraged to answer posted questions.	A
IC	Instructor Contact – Students will be welcome and encouraged to contact the instructor at any time. This may be accomplished via e-mail, the HELP board, during class meetings (Hybrid course), chat rooms, or by phone. Students will also be provided with instructor’s office hours and may visit any time during those hours or by special appointment.	A
AN	Announcements – Important announcements by instructor will be posted informing students of updates to the course (e.g., syllabus, assignments, etc.), upcoming important assignments, extra credit opportunities, etc. Students will be directed to check this page each time they visit the course web-site.	P
RD	Readings – Weekly textbook readings will be assigned as well as access to related lecture notes, chapter outlines/summaries, web-sites, or other related materials. Students will be encouraged to review and study these materials on a weekly basis.	P

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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
1	History of Psychology; Approaches; and Methods	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs
2	Biopsychology	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs
3	Sensation and Perception	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP, RP, OBS-1hr
4	Exam; States of Consciousness	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, start writing assignment paper, exam	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS, EXM	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr, EXM-1hr
5	Learning	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr

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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
6	Memory and Forgetting	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
7	Exam; Child Development	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper, exam	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
8	Adolescent and Adult Development	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
9	Language, Cognition, Intelligence	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
10	Exam; Personality	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper, exam	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS, EXM	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr, EXM-1hr

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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
11	Stress and Health	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
12	Motivation	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
13	Emotions	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
14	Exam	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper, exam	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS, EXM	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr, EXM-1hr
15	Psychopathology	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr

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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
16	Psychotherapeutic Approaches	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
17	Social Psychology	lecture, reading assignment, quiz, discussion assignment questions given as homework and discussed in-class in groups, work on writing assignment/paper	DF, QFR, WA, QUZ, EML, CHT, HLP, AN, RD, F2F, IC, TP, RP, OBS	DF-1hr, QFR-1-2hrs, WA-1hr, QUZ-1/2hr, EML-1hr, CHT-1hr, HLP-1hr, AN-1/2hr, RD-2-4hrs, TP/RP/OBS-1hr
18	Final Examination	exam	DF (course evaluation) EXM	DF-1hr EXM-2.5 hrs

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: _____