

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

Course Title:        *Introduction to Sociology*

Prefix/Number        *SOC 1*

Developer             *David J. Medina*     Date: *3/14/2005*

Department           *Sociology and Philosophy*

**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?

**Ranges from 51-99% (online & hybrid versions)**

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/dmedina/online12>

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Library & 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 \_✓ FrontPage)
- ✓ Course management training: (✓Mt. SAC ✓\_Other Mc-Graw-Hill Pageout, Blackboard)
- ✓ Online courses: (✓ Mt. SAC)
- ✓ \*Date of Certification for online teaching (required): March 2005 (pending)
- ✓ Other experience: Online Teaching 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 UPDATES\_\_\_\_\_

### 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: **Publisher-generated site: Mc-Graw-Hill Pageout**

### 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?

*The interactions with the instructor and between the students will be through face to face meetings, office hours, cell phones, email, class listserves, discussion forums, and reviews.*

2. What will make this interaction effective?

*The course interaction will be effective because of the incentive of the course grade. This interaction is required on a weekly basis. Furthermore, participation is necessary and required of all students to communicate with each other as well as the instructor.*

*One example of the required interaction is a mandatory weekly discussion forum. This forum includes both an original posting by the students to an instructor initiated question and reply to other students' posting. The instructor's questions are taken from the assigned readings and require the student to analyze and evaluate the concepts that were introduced in the readings. The instructor will monitor and participates in these weekly threaded discussion forums. Students will communicate frequently with both instructor as well as other students. This interaction will be effective in keeping students involved in considering the implications of the course material to other aspects of their social world. Students can post questions to the class listserv for clarification and explanations with timely answers from instructor, within 48 hours.*

*Students go to the publishers' web site and take practice exams online with immediate feedback and clear direction on areas to review. These websites contain many exercises that aid the student in their understanding of the material. The results are sent to the instructor for feedback and progress review. The instructor will respond to the students in a timely manner with suggestions for improvement.*

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

*As in any course, students are often reticent of participating due to the fact that they are concerned about "saving face" and "not looking/sounding dumb". There is a certain amount of negative peer pressure. Procrastination is another issue that students must overcome. It might be easy to put off important interactions until deadlines are too near.*

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

*The student will benefit from the internet by the use of the class listserv, the publishers web site, the discussion board, and other weekly assignments that enhance their understanding and reflection on the key concepts.*

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

*Assessments will be completed from home or work, on campus, through the course website, and via a link to the publisher-generated web site. Students are encouraged to contact the instructor for a thorough critique of written work.*

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

*Students who require more attention from the instructor are encouraged to make contact via e-mail, post questions to the class listserv, appointments in chatrooms, and visits during office hours, or cell phone calls.*

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

*Retention, success rates, student evaluations, and student's questions are all ways that will be done to assess the effectiveness of the course.*

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

*Most of the course is offered as text-based. For those who use videos, these will all be available with closed-captioning. All pictures in the course web site have alternative text descriptions. Any disabled student will be directed to ask the instructor for special accommodations. If students are not able to read the information at the publisher's web site, the instructor will provide an alternate format for that information.*

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**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?

**Updates and upgrad**

*Course Management training and help with moving site to new CMS system if adopted.*

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)
<b>DF</b>	<b>Discussion Forum</b> – Questions from the instructor will be posted in a Discussion Forum in the course web site. Students will be directed in their <b>weekly</b> 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.	<b>A</b>
<b>PP</b>	<b>Power Point Lecture Slides</b> – Information will be given on Power Point files that students can read for information regarding a variety of projects, activities and concepts.	<b>P</b>
<b>WD</b>	<b>Word Document Files</b> —containing lectures, informative handouts, study guides will be linked to the course website to e downloaded as students need them.	<b>P</b>
<b>EM</b>	<b>E-mail communication</b> —E-mail will be a way projects are submitted and returned to the student after grading. It will also be a vital part of how students communicate with the instructor. <b>This will be done on a weekly basis.</b>	<b>A</b>
<b>Q</b>	<b>Quizzes</b> —students will take bi-weekly quizzes based on assigned reading material. The quizzes are provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the quizzes. The quizzes consist of multiple choice questions based on assigned reading material. After selecting the answer for each question, students submit their quizzes, and they immediately receive feedback regarding their answers. The course web site provides a schedule of quizzes and all necessary information. <b>In some cases, this will be done on a weekly basis.</b>	<b>A</b>
<b>X</b>	<b>Exams</b> —a midterm and a final exam will be provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the exams. The exams consist of essay-type questions based on assigned reading material that are graded by the instructor.	<b>A</b>
<b>V</b>	<b>Videos</b> – The Media Services Center has several videos that complement our textbook. The online students are welcome to watch these in the Media Services Center. The class web site contains information on these videos.	<b>P</b>

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
<b>I</b>	<b>Instructor Contact</b> —online students are welcomed and encouraged to contact the instructor at any time regarding the class. This is usually done via e-mail; however office visits and scheduled appointments are also welcomed. Instructor office hours and email address is posted on course website and also in course syllabus. Office hours are conducted on a <b>weekly</b> basis.	<b>A</b>
<b>R</b>	<b>Reading textbook</b> —Students will read the textbook according to the schedule contained in the syllabus and posted on the course web site. Any modifications to the reading schedule will be posted as an announcement to course web site.	<b>P</b>
<b>AN</b>	<b>Announcements</b> —Class announcements will be posted on the announcements page of the web site. The announcements will include reminders of deadlines; details regarding exams, assignments, and papers; clarification of assignments if necessary, and grading information.	<b>P</b>
<b>M</b>	<b>Mandatory Orientation</b> --Students must attend a 1 – 3 hour orientation, on campus, in a computer classroom, during which the instructor will orient the students to the class. The orientation will include taking going over the syllabus, both hard copy and online, a complete tour of the class web site, distribution of the first brief, answering of student questions, attendance, and adding of new students. Some instructors will meet more than once for reviews.	<b>A</b>
<b>EX</b>	<b>Exercises</b> —various exercises will be assigned to give students further study and knowledge of particular subjects presented in text. Students will be given specific instructions and web links if necessary to complete these exercises. Student may obtain clarification via the discussion board or by e-mailing instructor directly.	<b>A</b>
<b>L</b>	<b>Lecture</b> – Reading textbook in accordance with class schedule posted online and in class syllabus. Visiting chapter PowerPoint slides provided on textbook CD and also posted free on publisher’s web site. Using other feature present on textbook CD: chapter outlines, mini-videos, practice tests; taking online quizzes.	<b>A/P</b>
<b>C</b>	<b>Classmate contact</b> – Online students are expected to contact each other on a <b>weekly basis</b> in order to help each other learn the material and succeed in the course (without cheating). Their first-week introductions, along with their email addresses, are posted on the Student Groups/Introductions page to facilitate student contact. In the mandatory orientation the students are instructed to exchange names, phone numbers, and email addresses (and a form is provided for this purpose). Some assignments may be done in groups.	<b>A</b>
<b>F2F</b>	<b>Face to Face meeting time</b> - This is to provide students with F2F meeting times. Instructor will provide materials and information needed for successful completion of assignments. Test will be given. Progress will be monitored. This would be utilized more often in a hybrid version	<b>A</b>
<b>WA</b>	<b>Writing Applications/ Job research:</b> Students will be required to do a set of occupational writing assignments that can be researched on the web. Each assignment will be related to that student’s specific field so that it will be relevant to that student’s area of study.	<b>A</b>

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
L	<b>Listserv: Weekly reminders and announcements will be distributed through the listserv.</b> Student will need to check it regularly.	<b>A</b>
CHAT	<b>Chat room:</b> Students will be directed to an online chat room that will be monitored by the instructor and discussions can take place in real time. Instructor will be available at assigned times so students can get real time answers to problems. Chat room office hours will be held at a <b>minimum of every 4 weeks.</b> This component will be optional until all the accessibility issues are resolved.	<b>A</b>

## 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	Field of Sociology	Review syllabus, add/drop students, introduce course, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, M, EX, L, C, F2F, WA, DF, PP, WD, EM, V, L, CHAT	9 hrs.
2	Science and Society	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
3	Culture	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, culture fair, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
4	Socialization	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
5	Sex Roles	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
6	Deviance/Social Control	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
7	Groups/Interaction	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
8	Social Stratification	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
9	Race and Ethnic Relations	Review for midterm, reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, midterm exam, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
10	Family	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
11	Education	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
12	Religion	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
13	Political Economy	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
14	Collective Behavior	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
15	Population	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
16	Technology	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
17	Social Change and Social Movements	Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.	I, R, AN, EX, L, C, F2F, WA, DF, PP, WD, EM, Q, X, V, L, CHAT	12 hrs.
18	Final Exams	Final Exam/Papers	I, R, AN, EX, L, C, F2F, DF, WD, EM, X, L, CHAT	6 hrs.

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# DISTANCE LEARNING COURSE AMENDMENT FORM

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## Verification of Process

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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:** \_\_\_\_\_