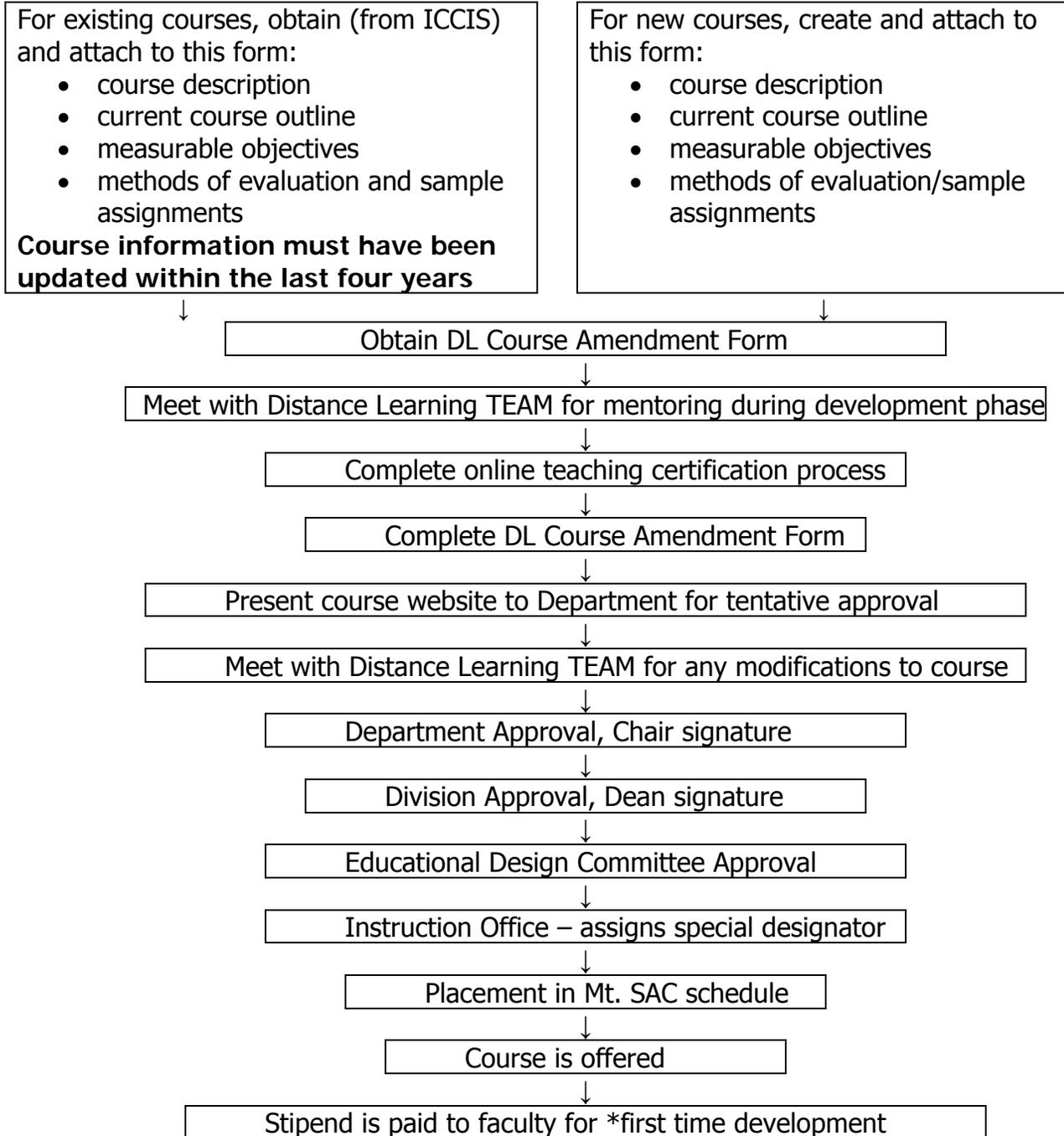


Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED)

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)

Course Title: *Marriage and Family*
Prefix/Number *SOC 14*
Developer *David Medina* Date: *1/10/06*
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?

Anywhere 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/family/default.htm>

(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): **November 2005**
- ✓ Other experience: Online Teaching since 1996

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 any updates that become available.

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 : www.wadsworth.com

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 between instructor and students will be handled through email, discussion forums, face to face meetings, live chats, and continuous review.

2. What will make this interaction effective?

The course includes f2f orientation, mandatory weekly discussion forums, and written response papers to topics/issues covered in course. Instructor monitors 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 the course by providing immediate feedback on issues that are unclear or areas that need more explanation. There are study guides for exams and students can post questions for clarification with timely answers from instructor, within 48 hours.

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

Some students may procrastinate on assignments, however their grade will suffer if that occurs, and therefore the motivation is for them to remain in contact with instructor and fellow students regarding assignments. Instructor will assign weekly sessions requiring various activities including reading, and interactive exercises. To avoid the possibility of students falling behind, instructor will post weekly announcements reminding students of upcoming assignments. Students might not return to the discussion forums after initial postings to see answers to questions or comments. In this case, instructor will send personal emails or make telephone calls if necessary to keep the students connected in the course

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

Distance learning has become a resource for many students who would not otherwise participate in the traditional mode of instruction. Students who have demanding work schedules, families, are athletes, or may even travel frequently for their jobs, are just a few examples. Distance learning through the use of the Internet affords students an effective alternative. Students can access their course and materials at any time, 24 hours a day, and 7 days a week. They can participate in their course at different times each week, or at a variety of locations. Student learning will be enhanced with the vast amount of resources available to them through the course website, through Publisher-support materials, and through various linked websites that will enhance the course. These enhancements provide immediate feedback and personal assessments that are useful to the student's success.

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

All assessments will be completed in the Learning Assistance Center. Each exam is available for students to take at their convenience during the week assigned. In all cases, the student's identity is authenticated by the staff. The exams are graded and a result sheet is made available to student for review with the exam.

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

Students who require more attention from the instructor are encouraged to contact me via e-mail or telephone. Each student has access to my personal cellular phone. Visits can be arranged during office hours or by specific appointments. Students will receive an e-mail response to any question within 48 hours, and usually within 12-24 hours.

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

Instructor will monitor the class listserv for any potential concerns and will address them both directly (through email, telephone, or face to face meetings), and indirectly (through the Announcement section of web site). Students will be asked for input during and at the conclusion of course for suggestions on how to improve the course. Effectiveness of the course will be evaluated through course exams and assignments, retention, and student responses.

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

Every student is encouraged to immediately contact the professor regarding any special needs or consideration due to disabilities. All media is text-based except the movies which will immediately be made available with closed-captioning. All pictures have alternative text descriptions tagged with description of the picture.

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?

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, 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
PP	Power Point Lecture Slides —Information will be given on Power Point files that students can read for information regarding a variety of projects, activities and concepts.	P
WD	Word Document Files —containing lectures, informative handouts, study guides will be linked to the course website to e downloaded as students need them.	P
EM	E-mail communication —E-mail will be way projects can be submitted and graded. It will also be a vital part of how students communicate with the instructor.	A
Q	Quizzes —students will take 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 then immediately receive feedback regarding their answers. The course web site provides a schedule of quizzes and all necessary information.	A
X	Exams —including a midterm and/or final exam to be 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 essay-type questions based on assigned reading material.	A
V	Videos —The Media Services Center has several videos that complement the courses subject matter. The online students are welcome to watch these in the Media Services Center. These are not required. The class web site contains information on these videos. If closed captioning is needed, this will be made immediately available to students.	P
R	Reading textbook —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	P

	course web site.	
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Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
I	Instructor Contact —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.	A
AN	Announcements —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.	P
M	Mandatory Orientation —At this time, students must attend a 1.5 – 2 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.	A
EX	Exercises —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.	A
A	Assignments —Several assignments are given during the semester. These include internet research projects/papers; essays; research projects; internet activities; etc. Details, deadlines, and other information are found at the course website.	A
G	Group Work —Students will have opportunities for group work. These may include group discussion postings, field trips, or other assigned work. Details, deadlines, and other information are found at the course website.	A
F2F	Face to face meeting time —this is to provide student with face to face meeting times. Instructor will provide materials and information needed for successful completion of course and assignments. Progress will be monitored.	A

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	Introduction to Marriage and Family Choices in Relationships	Introduction to course. Assign students to study group. Complete adds/drops. Reading textbook, lecture, in-class student discussion.	R, DF, I, M, F2F, PP, EM, AN, WD, Q, X, V, EX, A, G	9 HOURS
2	Gender in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, V, EX, A, G	9 HOURS
3	Love in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A, A	9 HOURS
4	Cohabitation and Pairing Off	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, PP, EM, AN, WD, Q, X, EX, A,	9 HOURS
5	Sexuality in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
6	Mate Selection	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A, G	9 HOURS
7	Marriage Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS

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)
8	Communication in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
9	Parenting	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, PP, EM, AN, WD, Q, X, EX, A,	9 HOURS
10	Balancing Work and Family Life	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
11	Stress and Crisis in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
12	Aging in Marriage and Family Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
13	Violence and Abuse in Relationships	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
14	Divorce	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS

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)
15	Remarriage and Stepfamilies	Reading textbook, lecture, in-class student discussion, assignments exams and/or quizzes given and progress recorded.	R, DF, I, EM, AN, WD, Q, X, EX, A,	9 HOURS
16	Final Examination	Final Exam, Papers	R, I, EM, AN, Q, X, EX	6 HOURS

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: _____