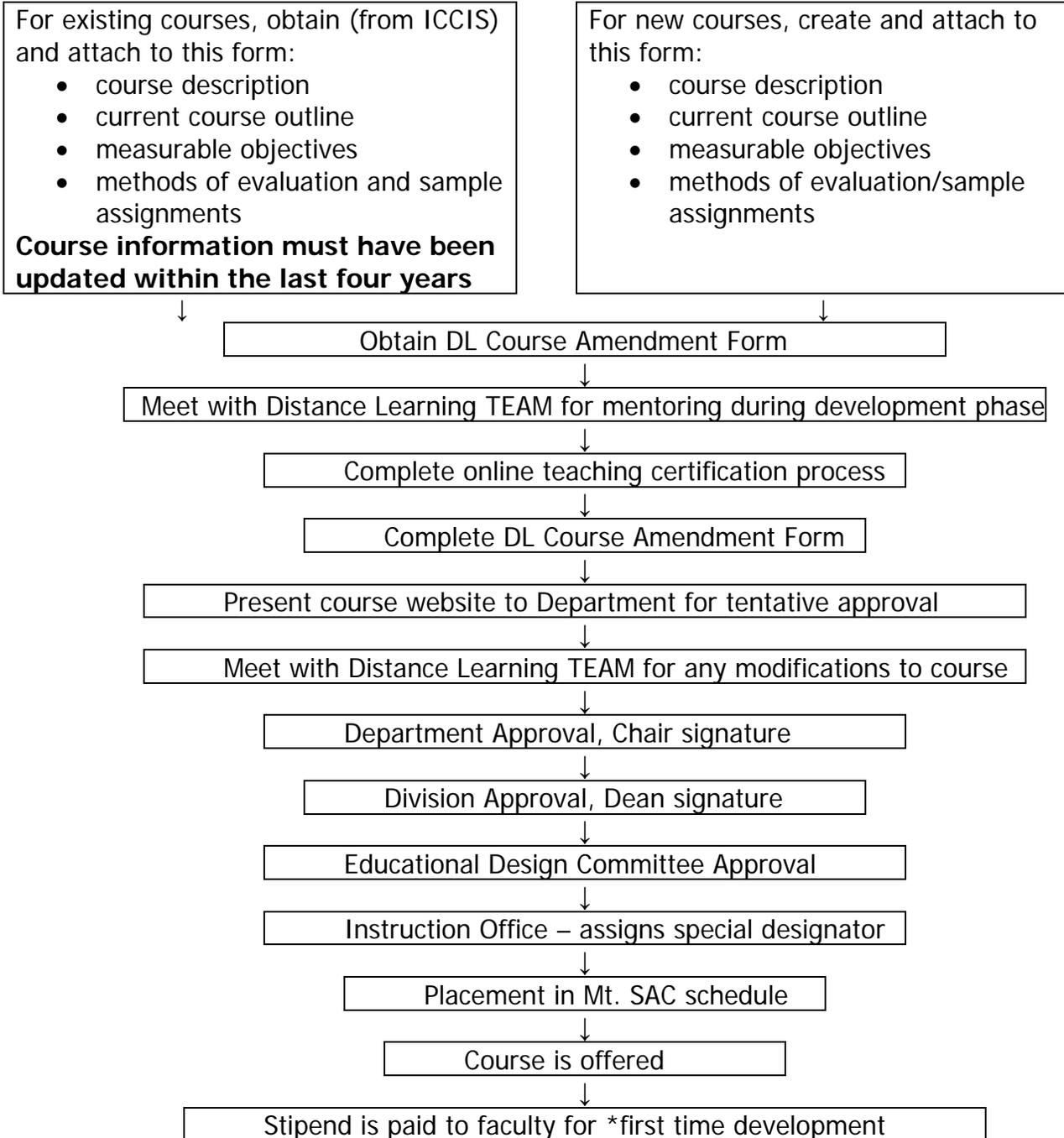


Mt. San Antonio College DISTANCE LEARNING COURSE AMENDMENT FORM (REQUIRED)

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.

- 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/cmckee/busl38>,

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

x Web design workshops: (x Mt. SAC Other FrontPage_____software)

Course management training: (Mt. SAC Other _____System)

Online courses: (2 Mt. SAC: **Online Teaching Strategies, Spring 2004; Introduction to Online Learning, Spring 2002**)

*Date of Certification for online teaching (required): **December 10, 2004**

Other experience: _____

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

If yes, tell us about your computer: PC Mac Year 2003? Mt. SAC Yours

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

Computer Printer ? FAX (helpful but not necessary) Other _____

Software: FrontPage_____

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?

Interaction will happen at the mandatory orientation, at office hours, via email, at the mock interviews, at an optional review session, and on the telephone. The instructor will also post information and announcements on the course web page. The students will receive feedback from the instructor on their tests and written assignments. The tests will be available at the LAC for pick up, along with some of the written assignments. Other written assignments may be returned (with instructor comments) via email. When necessary, the students will be guided in their discussion postings, and occasionally may be asked to revisit topics that were not properly discussed or understood. The regular course provides feedback in the form of student/professor give and take during class, test review and feedback, paper review and feedback, and homework review and feedback, during office hours, on the phone, and via email, among other activities.

2. What will make this interaction effective?

This interaction will be effective because the instructor will make herself available to the online students in the same ways she is available to her traditional students. The instructor will promptly reply to student questions and comments. Further, the instructor will include several paired or group activities in both her regular class and the online class. Students will review and constructively evaluate a classmate's resume before the resumes are submitted to the instructor. The students will receive credit for participating in the exercise, in addition to the credit they will receive for submitting the resume. The instructor will suggest revisions to each student's resume, which must be completed for the student to receive credit for the resume assignment (many resumes require several revisions). The students will also interact with the interviewer during the mock interviews. In order to make the interviews more realistic, the instructor probably will not conduct the interviews herself, but may have a guest interviewer who will be unfamiliar to the students. The instructor may be present, however, to answer student questions and discuss each interview with the interviewer. Finally, this class is often the last class taken by students in the paralegal program. At this point in the program, most of the students know each other and interact often regarding their classes, and also socially. They generally need no encouragement to interact at this stage of the program.

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

Technological problems – downed servers, etc. – may complicate this interaction. Some students have poor or intermittent access to a computer or an online connection. Student reticence to contact the instructor may be a problem, but it is usually less of a problem than in the traditional classroom. A few students don't have the technical skills necessary to successfully complete an online class. Some students are poor at following written instructions, or they fail to check the web site regularly. And there are also the problems one encounters in a regular classroom: student procrastination and general

flakiness, family emergencies, work problems, jail, etc.

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

Students can spend extra time on those parts of the class that are difficult for them to understand, and to a certain extent, study at their own pace. There are many resources available online for students to use to help them understand the course materials. Most weeks students must post a response to a discussion question based on that week's reading assignment. They must also respond substantively to a classmate's posting during that week.

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

Exams will be given and proctored at the LAC. The students have a one-week window in which to take each exam. The exams are then graded, and returned to the LAC for student pick-up and review, but not until after the exam deadline has passed. Students are allowed to review their exams individually or in groups in the LAC, and are welcome to visit the instructor in her office to discuss the exam. The exams are available for review in the LAC for the entire semester.

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

The instructor will be available to students via email, phone, in person, etc. The "high maintenance" student is not unusual in online classes. My contact information is on the home page and the syllabus page of my web site, and is sprinkled throughout other pages of the web. The instructor will be happy to visit with them during office hours. It helps in getting to know the online students every semester when they visit during instructor office hours. It certainly helps to be patient with them.

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

Students usually complete an anonymous evaluation at the end of the course. Students sometimes make suggestions, often good ones, regarding the class and the web site. Also, when different components of the course do not seem to be working, the instructor does not hesitate to modify them, even mid-course, to improve effectiveness. The instructor reviews retention rates for her classes, and will do so for this class as well. The instructor works to improve her retention rates, mainly by trying to follow up with students who have "disappeared" from the virtual classroom.

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

The web site for the class is very low tech. There are currently no video clips. There are currently no audio clips. The pictures on the site have alt-tags. If necessary the instructor can put together a text-only version of the site for disabled students. The instructor has already had one hearing-impaired student in a different online class, and she experienced no difficulties with the web site. The instructor will also refer students to DSPS for assistance if they need it. Sometimes it is simply a matter of giving a student additional time to take a test, or allowing the test to be taken at DSPS, and the instructor is certainly willing to do this.

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>) **(When tutoring is available.)**

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

DSP & S accessibility adaptation (*When necessary.*)

Other _____

Future Support and Certification Needed:

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

Other than maintaining the host server, none, other than software as it is updated.

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
A	Assignments – Several assignments are given during the semester. These include paired, peer evaluations of professional resumes prepared by each student. The instructor provides an evaluation form, both in hard copy at the orientation, and online, for students to use to evaluate drafts of each other's resumes. The students receive an evaluation of their own resume, and a copy is sent to the instructor. Instructions and deadlines are provided on the class web site. Other assignments include: preparation of a cover letter for the resume, preparation of an interview follow-up letter, polishing of previous writing projects which can be used as writing samples during the job search process, and a three-page essay comparing and contrasting various code sections from the California Business and Professions Code, and explaining how those sections govern paralegals and legal document assistants in California. Deadlines, instructions, and amount of credit will be provided on the class web site.	A
X	Exams – Two exams plus a final exam will be given. The exams will be included on the course schedule in the syllabus. Details about the exams will be given on the syllabus and on the announcements page of the web site. The exams will be mainly essay and short answer, with an occasional multiple choice and true/false essay question. The exams will be administered and proctored in the Learning Assistance Center. The exams will be picked up and graded, and the grades will be posted on the grades page on the web site. The exams will then be taken back to the LAC so the students can pick them up and review them. The announcements page will let the students know the time period in which the test may be taken, the chapters covered, the number of questions, and the amount of credit.	A
P	Paper – Students will write a three-page essay comparing and contrasting various code sections from the California Business and Professions Code, and explaining how those sections govern paralegals and legal document assistants in California. The instructor will also provide directions including formatting instructions. The students will have approximately three weeks in which to write their papers. The instructions will indicate the exact deadlines and other details. Students will also participate in a paired peer evaluation of drafts of their papers (see below).	A
L	Lecture – Students will read textbook in accordance with class schedule posted online and in syllabus. There will be no traditional in-class lecture.	A/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 email, but phone calls and office visits are also welcomed. Instructor office hours, email addresses, and phone number are posted on the class web page and also in the class syllabus.	A
G	Group work – Several opportunities for group work will be provided. One discussion posting/comment may be done in a group. Students will do paired peer evaluations of their resumes (students are allowed to evaluate their own briefs if they cannot find a partner). Students will also participate in a paired peer evaluation of the rough drafts of the paper (see above). Deadlines will be given on the discussion page, announcements page, and/or assignments page. Student introductions and contact information will be posted on the class web page, based on introductions students write during the first week of class. Students are also encouraged to share names, email addresses, and phone numbers at the mandatory orientation.	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; clarifications of confusing topics; grading information; directions to pick up graded work at the LAC.	P
C	Classmate contact – Online students are encouraged to contact each other in order to help each other learn the material and succeed in the course (without cheating). 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 encouraged to exchange names, phone numbers, and email addresses (and a form is provided for this purpose). Several assignments are to be done in groups (see above). Students will also be encouraged to rehearse with a classmate for their interviews.	A
R	Reading textbook – Students will read the textbook according to the schedule contained in the syllabus and posted on the class web site. Any modifications of the reading schedule will be posted on the class web site.	P
M	Mandatory Orientation – 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 some assignments, answering of student questions, attendance, and adding of new students.	A
INT	Mock Interviews – Students will be scheduled for at least one mock interview. Each student will dress appropriately for the interview, and interview on campus with an interviewer to be determined. The student will be evaluated and receive feedback on his/her performance. Students should bring their portfolios with them to the interview.	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 class; discuss paralegal job market and job opportunities	Reading textbook, lecture, in-class student discussion	R, DF, AN, I, C, M	R: 3 hours DF: 1 hour AN: .5 hour C: .5 hour M: 2 hours I: varies
2	Self-assessment and self-inventory; begin preparation of resumes	Reading textbook, lecture, student discussion	R, AN, DF, Q, I, C, A	R: 2 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour A: 1 hour
3	Continue resume preparation; preparation of cover letters; discuss interviewing skills	Reading textbook, prepare resume, student group work (evaluation of resume drafts)	R, AN, DF, I, C, G, A	R: 3 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour G/A: 1 hour
4	Preparation of follow-up letters; job search plans, objectives, resources, networking, and recordkeeping	Reading textbook, in-class student discussion, submit final draft of resume	R, AN, DF, I, C, A	R: 4.5 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour A: 1 hour
5	Job searches on the Internet	Reading textbook, in-class student discussion, surf paralegal employment sites on computer.	R, AN, DF, I, C	R: 4.5 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour

Course Weekly Schedule of Activities

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
6	Mock interviews	Reading textbook, in-class student discussion, mock student interviews, surf paralegal employment sites on computer in computer classroom (students not being interviewed), exam #1.	R, AN, DF, INT, I, C, G, X	R: 2 hours AN: .5 hour DF: 2 hour I: .5 hour C: .5 hour INT: .5 hour
7	Mock interviews	Reading textbook, lecture, in-class student discussion, mock interviews (students not being interviewed); review exam.	R, AN, DF, INT, I, C, B	R: 3 hours AN: .5 hour DF: 1 hour INT: .5 hour C: .5 hour B: 2 hours I: .5 hour
8	Dangers and ethical considerations of working as a legal document assistant; discuss job search challenges encountered by students	Reading textbook, online student discussion, assign paper.	R, AN, DF, I, C, P	R: 3 hours AN: .5 hour DF: 1 hour C: .5 hour I: .5 hour P: 2 hours
9	California paralegal and attorney ethics: competence	Reading textbook, in-class student discussion, work on paper.	R, AN, DF, I, C, B	R: 2 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour B: 2 hours
10	California paralegal and attorney ethics: competence	Reading textbook, online student discussion, work on paper, paired peer evaluations of drafts of papers	R, AN, DF, I, C, B, G	R: 2 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour G/A: 1 hour B: 2 hours

Course Weekly Schedule of Activities

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
11	California paralegal and attorney ethics: unauthorized practice of law	Reading textbook, in-class student discussion, paper due.	R, AN, DF, I, C, B, A	R: 2 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour B: 2 hours A: 2 hours
12	California paralegal and attorney ethics: unauthorized practice of law	Reading textbook, in-class student discussion; exam.	R, AN, DF, I, C, X	R: 2 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour X: 1.25 hour
13	California paralegal and attorney ethics: confidentiality	Reading textbook, online student discussion; review exam.	R, AN, DF, I, C, A	R: 6 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour A: 2 hours
14	California paralegal and attorney ethics: confidentiality	Reading textbook, online student discussion.	R, AN, DF, I, C, A	R: 3 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour A: 2 hours
15	California paralegal and attorney ethics: conflicts of interest	Reading textbook, online student discussion	R, AN, DF, I, C, A	R: 3 hours AN: .5 hour DF: 1 hour I: .5 hour C: 1 hour A: 2 hours

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
16	Final examination	Reading textbook, online student discussion, final exam.	R, AN, DF, I, C, X	R: 3 hours AN: .5 hour DF: 1 hour I: .5 hour C: .5 hour X: 2.5 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: _____