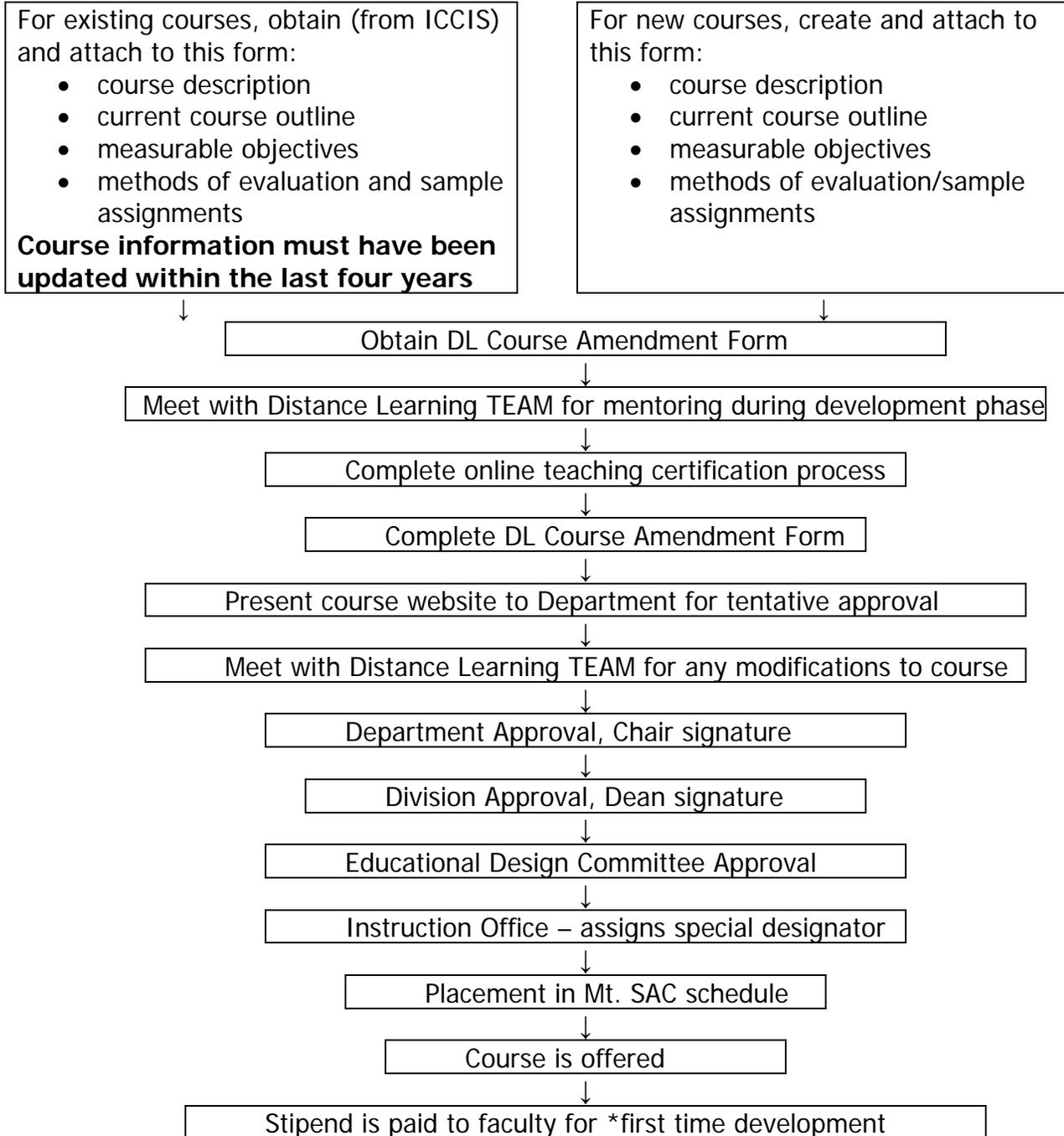


Mt. San Antonio College DISTANCE LEARNING COURSE AMENDMENT FORM (REQUIRED)

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.

- 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/rjagodka/projects/BUSM51>

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Learning Resources, x5658) **Please contact me for info**

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 **FrontPage, VS.Net** software)

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

Online courses: (_____ Mt. SAC Other **How to Teach Online** Course)

*Date of Certification for online teaching (required): **6-8-05** _____

Other experience: **Attended Microsoft webinars and seminars on electronic education**

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 **2000** Mt. SAC Yours _____

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

_____ Computer _____ Printer _____ FAX _____ Other _____

Software: **Visual Studio .Net, MS FrontPage, Adobe Acrobat, MS Office (latest version) – including MS Word, Excel, FrontPage, PowerPoint, Publisher, Access**

Course Management and Tools:

How will your course be delivered, managed, and maintained?

- | | |
|---|---|
| <input checked="" type="checkbox"/> FrontPage Web on Mt. SAC server | <input type="checkbox"/> Web pages on another server |
| <input type="checkbox"/> WebCT | <input type="checkbox"/> Blackboard |
| <input type="checkbox"/> eCollege | <input checked="" type="checkbox"/> Other_ Self Maintained |

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?
Customized course management system that allows email (professor to student, student to student, and community to student), discussion assignments, ability for students to add value to course (add web content, and comments), while allowing local businesses to view the knowledge-base (to encourage student networking), and provides assessment of student learning outcomes (through an on-line survey instrument).
2. What will make this interaction effective?
 - a. *Email from professor to students will allow for clarifications and answers to course, content and web design questions. Students also have the ability to email each other, with added value coming through providing email links alongside specific student postings (students can contact other students that have, perhaps, the expertise that they seek). This also allows members of the community to contact our students if they would like to talk with them about a specific skill set.*
 - b. *Discussion assignments will allow students to see the postings of the entire class. Each discussion input will relate to a country that the student self-selected as relevant and meaningful to their present circumstances, thus providing a just-in-time learning experience, based on a self-selected context. Students will be able to view the same task completed across multiple countries, and expand their contextual understanding of the material.*
 - c. *The students will have the ability to add specific information about web resources that have proved to be relevant to them as they seek to increase their understanding of course content. Students have the ability to edit their contributions, should there be a need to update their work. Once again, each web resource will have the contributor's name and email listed to help facilitate networking and sharing of information. Potential employers (in the community) will have access to the knowledge-base, which consists of non-graded contributions.*
 - d. *The customized course web design allows the professor to provide individualized feedback for each student's assignments. This provides immediate feedback to students, and controls for consistent course rigor. Comments will be posted and visible to students, while more critical comments may be sent as individual emails.*
3. What problems do you expect to encounter with these interactions?
I feel that time management may be the biggest problem for most students as they progress in on-line courses. To help minimize this, the course web is set up according to due date. The student will select the (upcoming) due date and scroll down the page. All relevant information related to that due date will appear on that page. This includes discussion assignment contributions, chapters to read, detailed instructions for that discussion along with relevant links and tutorials. The scheduled reading and due dates will also be put on a printed syllabus, as well as the electronic syllabus, so that students can mark their calendars with the appropriate tasks and dates.
4. How will you enhance student learning through the use of the Internet?

The Internet is an extremely valuable asset for business development, and international business. Specific hyperlinks will be listed that pertain to each of the chapters of the text. Links to web pages of interest will also be provided. The students are encouraged to add hyperlinks of their own to the course web (knowledge base), and have been given access permission to do so. Additionally, students are encouraged to add tutorials, based on particular expertise or experiences that they may have, as it relates to the material.

Additionally, the assignments for this course require that students conduct research on-line. The research will be obtained electronically from a variety of sources, such as popular (e.g., newspapers, magazines), scholarly (e.g., journals), and industry (e.g., industry associations, federations). A tutorial and links have been created to assist students with their research methodologies.

All of the research will be based on a student-selected country context. Students will select a country (for all international business tasks) that is relevant to them. They will complete all assignments in the context of that particular country. In the world of international business, it is valuable for students to see tasks from a country context – there may be vast differences in procedures and requirements. Students see tasks based on multiple country contexts when they view the discussion assignments each week, because all discussion posts are visible. In this way, the value-added assignments in this course will be relevant to student needs, meaningful to them, and, hopefully, increase their understanding on how to seek potential solutions across the globe.

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

Exams will be proctored at the Learning Assistance Center (LAC). Students will have a one-week period in which to take the exams at the LAC. Discussion assignments will be assessed on the course web. The students will also be asked to complete an on-line assessment of Student Learning Outcomes (SLO) as they pertain to this course – the web survey has been built and tested (I presented the on-line SLO tool at a staff development seminar, during beta testing in late 2004, and received meaningful suggestions and comments). A major component of this course is the term paper. Each discussion assignment assists students to prepare a module of the term paper. The syllabus (hard copy handed to them, as well as on-line version) shows complete Term Paper details containing the outline, instructions, and grading rubric.

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

Students can visit me during office hours, or arrange for an on-campus meeting. I am also available via telephone. My experience has been that many students prefer to use the phone if it is a “quick” technical question. I also respond rapidly to all student emails – IET has set up a course-specific email address so I can provide priority attention to my on-line students.

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

I have developed and tested a web page that assesses how effectively the course addressed Student Learning Outcomes (SLO). This provides valuable, anonymous feedback regarding learning, relevance, and enthusiasm that pertains to the discipline of Small Business Management. I also have the students complete course evaluations through the Online Learning Support Center (OLSC) each semester.

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

I would encourage students to contact our DSPS office to help with any special needs. They may be directed toward other resources as well. One such is the Daisy Consortium (Digital Accessible Information System) <http://www.daisy.org/tools/production.asp> where many types of production and conversion tools are available. Another example is CAST products <http://www.cast.org/products/> which has many types of useful tools for accessibility. I also test my web pages with Bobby to ensure that it meets the minimum Priority 1 and 2 accessibility checkpoints. Please feel free to test my page on <http://bobby.watchfire.com/>. Perhaps the best resource I

regularly check regarding accessibility issues is the Web Accessibility Initiative at <http://www.w3.org/WAI/> - this is the industry-accepted site with standards for web development. My course web is designed with accessibility in mind. I hold graphic representations to a minimum, and use alternative text messages.

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?

I will watch for seminars and faculty development seminars on a variety of on-line learning and technology- related training. I will continue to teach myself more about interactive web presences by way of Microsoft Developer's Network Seminars, Ziff-Davis webinars and software-specific online training, such as the recent series provided for the Visual Studio and ASP.Net developer community. I designed and developed this entire course web, in an effort to improve the student experience – have all relevant information easy to find, on only one dynamically-driven page (by due date), for students to easily understand exactly what they need to do to complete their assignments.

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)
AP	<p>Assignment Page (Discussion) – The course web site will ask that the students post their contributions to the class assignment page. Students will be directed in their weekly schedule of activities in the course web site to the assignment content, where there will be instructions for creating and posting their original content. In line with Student Learning Outcomes (SLO) and student-centered learning approaches, students self select a country to provide a specific context as they complete all assignments throughout the semester. The students will also complete web-based research using a variety of resources (popular, scholarly, or industry). They will provide a brief summary of the research completed and its implications to their country (applicability), with the additional opportunity to provide a tutorial for the class (and local businesses) that outlines the content of the research (or an experience or expertise they have) showing practical application of the concepts covered. In this way, a student-centered, rigorous, interactive discussion community (knowledge-base is open to the business community) is developed to achieve student-selected contexts.</p>	A
EX	<p>Exams – Students will take four exams throughout the semester. There are three multiple choice exams during the semester and one comprehensive Final exam. All exams will be proctored at the Learning Assistance Center, giving students a full week to take the exam on campus (day or night).</p>	A
RA	<p>Reading Assignments – Each week students will be assigned textbook reading assignments. The course web site default page (starting page) lists the reading schedule with all due dates specified.</p>	P
WR	<p>Web Resources – Each chapter will have a list of relevant web links provided. This list is initially provided by the instructor, but student contributions are encouraged. Students will provide URL links (as appropriate) as part of their discussion assignments. The listing can be sorted based on assignment due date, chapter number, contributor’s name, web site URL, or by the description text. An advanced searching utility allows students to easily locate any contributions that might be helpful to them as they discover more about their chosen topic. This allows students to easily identify any and all links of interest.</p>	A
KB	<p>Knowledge-base – A knowledge-base (KB) has been developed that relates to topics from the course. The KB consists of Internet links and tutorials. The Internet links will help to guide students (and other viewers – this KB is openly available to the greater community) to appropriate resources on the web that relate to topical information in the field of International Business. The tutorial section provides insights, based on expertise or experience, which relate to student-selected situations and circumstances in the international business context. This will not only help students to learn from each other (peer-to-peer learning) and the instructor (instructor-to-student learning), but also to the greater business community at large (student-to-business). This type of interaction may facilitate occupational networking opportunities for students because local businesses may like to contact them (for potential employment) after having read one of their tutorials and, perhaps, realizing the expertise they possess.</p>	A

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
SG	Study Guide – Study guides have been prepared for students. These guides assist students to focus on specific topics as they complete their reading assignments that will prepare them for upcoming examinations. Appropriate links are provided on the course web.	P/A
OPA	One-Page Access – This course web has been designed to provide one-page access for ease of student navigation. Through past on-line student feedback (over the past 6 years), I was informed that students wanted a web where they only need to remember to access one page to complete their work. If more than one page needed to be accessed, they stated that they often forgot to get to one of the pages. I designed this web to be simple for students to navigate. They only need to access one page – all relevant chapters, discussion assignments, links and tutorials that relate to any specific due date are contained on that single page. This page becomes accessible after a student logs in and chooses an assignment due date. In this way, OPA should minimize the possibility for students to miss any portion of an assignment or resource, due to their forgetting to access multiple pages.	A
MM	Mandatory Meeting – All students must attend one mandatory meeting at the start of the semester (2 hours) before they can join this course. The MM will include a hard copy of the course syllabus, an explanation of the philosophy of the course and its interactions, a live tour of the course web site, tips for successful completion of the course, a self-paced course tutorial, answers to student questions, and referrals to Learning Assistance Center, on-campus computer labs, and library services.	A
SPT	Self-Paced Tutorial – A detailed tutorial has been developed to help students understand exactly how to best utilize this course web site. It covers all aspects of navigating the site, viewing resources, completing assignments, editing their own work, and adding resources to the collective knowledge-base.	A
SA	Secure Access – This course web uses advanced Microsoft .Net Framework forms security. The course web will only be accessible by students, after they enter their Log In ID and Password. The knowledge base is publicly accessible through a link provided on the instructor's home page, and does not allow outside access to any other portion of the course web. When students enter their assignments (or contribute to the knowledge base), their name and the timestamp are automatically entered for them (and can not be changed). This ensures that only the person with the proper log in information can complete work. Changes to student account information is maintained by the instructor, yet students are allowed to update their email or password information – again, security permits only changes to their personal account information.	A
PP	Personalized Pages – This course web is dynamically database driven, which provides a more personalized student experience. Students are greeted with a personalized "Welcome" after logging onto the web. As mentioned above, the name is automatically entered into assignment and knowledge-base contributions.	A
AN	Announcements – Announcements are made in the course web and appear alongside appropriate due dates, ensuring timely delivery and access.	P
WA	Writing Assignments – Students will complete writing assignments relative to each discussion. Higher-order thinking skills are encouraged because the assignments require that students apply course material to their own specific country context.	A
KL	Key Learning – Before each exam (covering a one-third section of the text) students will discuss what they have learned that is most relevant to them. At this time, clarification questions can also be asked (answered by the instructor and peers) based on issues of interest.	A

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
QA	Questions & Answers – Toward the end of the term, we have a Q&A week. This gives students a chance to ask any questions they wish about topics, jobs, occupations or situations.	A
TP	Term Paper – A term paper is required for this course, which covers several research and analysis tasks from an individual country context. The course syllabus has full details with an outline, detailed instructions, and a grading rubric.	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	Review syllabus 1. Introduction to International Business	Review syllabus Introduction to International Business	MM, AP, WR, KB, OPA, SPT, SA, PP, AN, WA,	MM 2.0 AP 0.5 WR 1.0 KB 1.0 OPA 0.25 SPT 2.0 SA, PP, AN 0.25 WA 1.0
2	2. Cultural Environment and discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
3	3. Political and legal environment 4. Economic environment 5. International trade theory Economic discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
4	6. Government influence on trade 7. Economic integration and cooperative agreements Economic integration discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
5	8. Foreign direct investment Key learning discussion	Key learning assignment	WR, KB, KL, SG	WR 2.0 KB 3.0 KL 2.5 SG 3.0
6	Exam #1	Exam 1	SG, EX	SG 6.0 E 3.0
7	9. Foreign exchange discussion 10. Determination of exchange rates	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
8	11. Impact of the multinational discussion 12. International negotiations	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
9	13. Country evaluation and selection discussion 14. Collaborative strategies	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
10	Exam 2	Exam 2	SG, E	SG 6.0 E 3.0
11	15. Control strategies 16. Marketing 17. Export and Import Payment methods discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
12	18. Global operations and sourcing 19. Multinational accounting and tax Offshoring discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0
13	20. Multinational finance 21. Human resource management Human resources discussion	Lecture, Reading assignment, in-class exercise	AP, RA, WR, KB, SG, OPA, SA, PP, AN, WA	AP 2.5 RA 3.0 WR 3.0 KB 2.5 SG 1.5 OPA 0.25 SA, PP, AN 0.25 WA 3.0

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
14	Term paper preparation and completion	Term paper questions and answers	WR, KB, SG, TP	WR 2.0 KB 3.0 SG 3.0 TP 6.0
15	Key Learning #2 Exam #3	Exam 3, Key Learning reflection	KL, SG, E	KL 2.5 SG 6.0 E 3.0
16	Final Examination	Final Exam	SG, E	SG 6.0 E 3.0

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: _____