

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

## Process Flowchart

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

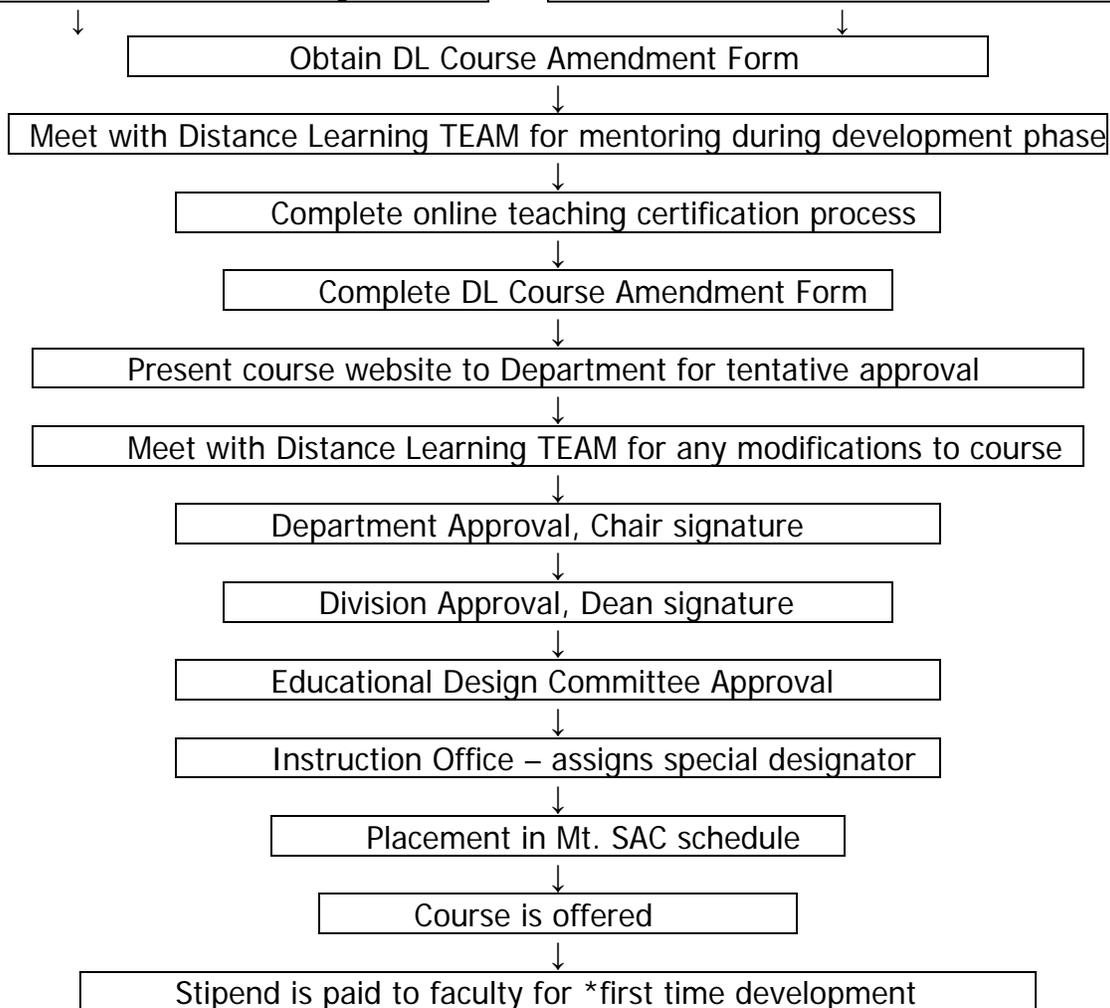
For existing courses, obtain (from ICCIS) and attach to this form:

- course description
- current course outline
- measurable objectives
- methods of evaluation and sample assignments

**Course information must have been updated within the last four years**

For new courses, create and attach to this form:

- course description
- current course outline
- measurable objectives
- methods of evaluation/sample assignments



\*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.



- 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/bfarris/buss36>

(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 \_\_\_\_\_Course)

\*Date of Certification for online teaching (required): **Will be completed during Spring 06**

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 05\_\_\_\_\_ Mt. SAC  Yours  (also)

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

Computer  Printer  FAX  Other\_\_\_\_\_

Software  **None**\_\_\_\_\_

**Course Management and Tools:**



- a. A variety of assessment techniques will be used:
  - i. Short papers
  - ii. Discussion board posts that requires students to interactively discuss a topic
  - iii. Open book quizzes
  - iv. Proctored exams taken at the Learning Assistance Center
  
6. How will you handle students who need more attention?
  - a. Students will be encouraged to email the instructor as often as necessary. Emails will be checked daily.
  - b. Students will have the option of meeting with instructor on campus should they desire, either in regular office hours or by appointment.
  - c. Telephone
  
7. How do you plan to evaluate the effectiveness of this course?
  - a. At the first exam, students will be directed to complete the standard student evaluation form that is distributed to students in the traditional classrooms. At the second exam they will complete another student evaluation, allowing them to express the subjective feeling of the students as to how much they feel they are learning, and their feelings as to whether the information being learned will be of importance to them in their future jobs.
  - b. Continually compare the success of the online students to that of on campus students. Compare the average class grade of the online students with that of on campus students.
  
8. How do you plan to provide "alternate media" for students with disabilities?
  - a. Any non-text data will have "alt" tags for oral translation. The syllabus will contain the location and phone number for the school's DSP&S office – which will coordinate with instructor and the student to provide alternate media as necessary.

**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 **computer lab will be necessary to conduct the initial mandatory meeting.**

**Future Support and Certification Needed:**

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

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>DB</b>	<b>Discussion Board</b> - The instructor will post questions in a Discussion Forum in the course web site. Students will be directed in their weekly schedule of activities to answer Discussion Forum questions. Students will create and post an original message, and in addition will reply to at least one other student's original posting. Instructions will include the suggested topic(s), research activities required by the student, expected length of message, posting deadline, amount of credit for the posting, and instructions regarding late or missed postings.	<b>A</b>
<b>QZ</b>	<b>Quizzes</b> - Students will have practice quizzes before each examination. Students will have an open book post test quiz on questions that were missed by 50 % of the class on their regular examinations.	<b>A</b>
<b>EX</b>	<b>Exams</b> - Students will take two tests and a final examination. Each exam will consist of multiple choice, true false, and short answer questions. The exams will be proctored by the Learning Assistance Center staff and taken at the LAC. Students will have a six day window to come to campus and take their exams.	<b>A</b>
<b>RA</b>	<b>Reading Assignments</b> – Weekly textbook reading assignments will be required. The class web site will include a schedule of due dates for the assigned readings.	<b>P</b>
<b>SG</b>	<b>Study Guide</b> - A study guide will be posted on the class website. It will include the most important points to be considered in each chapter. All test questions will be based on the main points included in the study guide.	<b>P</b>
<b>RQ</b>	<b>Review Questions</b> – Each week students will be encouraged to answer the review questions and to use them in conjunction with their study guide in preparation for taking their exams.	<b>A</b>
<b>EM</b>	<b>Email</b> – Email will be the primary medium for students to communicate questions, concerns, or comments to the instructor. The instructor will use email to remind students of assignment due dates, reply to student emails, and to send information that must be communicated in a timely manner.	<b>A</b>
<b>AN</b>	<b>Announcements</b> - There will be an announcement section on the home page of the web site that will give students up-to-date information about the course. Students will be required to check the announcement page twice a week for updated information. The announcements will be updated a on a regular basis.	<b>P</b>
<b>WA</b>	<b>Writing Assignments</b> - Students will have short writing assignments that require them to explain their responses to the weekly assignments.	<b>A</b>
<b>MM</b>	<b>Mandatory Meetings</b> -Students must attend a one-time (21/2 hour) orientation on campus. The orientation will include: a review the syllabus, a hands-on tour of the web site, an examination of the various requirements for successful completion of the course, answering student's questions, and adding students to the course.	<b>A</b>
<b>KT</b>	<b>Key Terms</b> -Each week there will be a list of key terms from the assigned chapter. Students will be required to print and study the terms. Key term definition will be included in the tests.	<b>A</b>
<b>PT</b>	<b>Practice Tests</b> - Students will have the opportunity to take a practice test before an actual exam.	<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	Review syllabus Marketing's role in society	Review syllabus and course requirements, lecture, reading assignment	MM, AN, RA	MM 3.0 AN .1 RA 2.0
2	Marketing's role in the firm	Lecture, reading assignment, hands-on assignment	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
3	Demand and competition as seen by the marketing manager	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
4	Overview of marketing,	Lecture, reading assignment, hands-on assignments	RA, RQ, KT, DB, WA, SG,PT	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0 PT 1.0
5	Marketing planning, uncontrollable variables, applying marketing gridding	Test	RA, RQ, SG, KT, EX	RA 3.0 RQ 2.0 SG 2.0 KT 1. EX 1.0

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
6	Consumers: characteristics in the United States market; a behavioral science view	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG	ORA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
7	Intermediate customers and their buying behavior	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
8	Forecasting target market potential and sales - product planning	Lecture, reading assignment, hands-on assignments	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
9	Packaging and branding, consumer goods	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG, PT	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0 PT 2.0
10	Industrial goods	Test	RA, RQ, SG, KT EX	RA 3.0 RQ 2.0 SG 2.0 KT 1.0 EX 1.0

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
11	Development of channel systems	Lecture, reading assignment, hands-on assignments	RA, RQ, KT, DB, WA, SG,	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
12	Retailing and wholesaling	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
13	Physical distribution	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0
14	Promotion, introduction to personal selling, mass selling, pricing objectives and policies	Lecture, reading assignment, in-class assignment	RA, RQ, KT, DB, WA, SG, PT	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0 PT 2.0
15	Planning and implementing marketing programs, gathering information for marketing decision making. Controlling marketing programs, international markets	Lecture, reading assignment, in-class assignment, test	RA, RQ, KT, DB, WA, SG, EX	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0 EX 1.0

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Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
16	Final examination	Final Examination	RA, RQ, KT, DB, WA, SG, EX	RA 3.0 RQ 1.0 KT .5 DB .5 WA .5 SG 1.0 EX 2.5

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