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

## Process Flowchart

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

**Faculty are responsible for completing this Form and obtaining approval at all steps:**

For all courses, obtain and attach to this form:

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

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

**Accessing Course information**

Go to: **webcms.mtsac.edu/webcms/**
Click on the **Public Access** link, enter your course prefix and number, and click on the **Search** button. Then click on the course link created, in order to view your official course information. Print out this course information and attach it to this form. **Effective term** must not be more than 4 years old.

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Obtain DL Course Amendment Form

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Complete Certification for Online Teaching (SPOT) process

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Complete DL Course Amendment Form - meet with OLFC if needed

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Submit to Distance Learning Committee for review and approval

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Department Approval, Chair signature

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Division Approval, Dean signature

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Educational Design Committee Approval

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Instruction Office – assigns special designator

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*First half of faculty compensation is paid to developer (0.5 LHE)

↓

Placement in Mt. SAC schedule

↓

Course is offered/taught

↓

*Second half of faculty compensation is paid to developer (0.5 LHE)

*Each new submission of this DL Form for a course that is developed by a faculty member results in compensation given to the developer in the amount of 1 LHE (0.5 LHE awarded after the DL Form finishes approval process, and 0.5 LHE awarded after the course is offered and taught). Training, workshops, and resources are available for faculty from Online Learning Support Center and Professional & Organizational Development (POD).

# Mt. San Antonio College
# DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED – fill in blanks only)

**Course Title** ___Secure Server Side Web Programming_____

**Prefix/Number** ___CISW 24_____ **Effective Course Date**_____Fall 2010_____

**Developer** ___Victor Y. Zamora_____ **Date**____10/20/09_____

**Department** ___Computer Information Systems_____ **Extn**_____4512_____

**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 WebCMS 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. Mt. SAC's distance learning courses (online and hybrid) are courses that have regularly scheduled replacement of seat time, and are published accordingly in the Mt. SAC Schedule. What percentage of seat time may be replaced by distance learning in this course?

_____**35-100**_____ **%** (a range may be indicated here)

Meet with the Online Learning Faculty Coordinator (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 **Methods of Instruction in a Distance Learning Course** 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 (x5016 or x4258) or the Online Learning Faculty Coordinator (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
- Accessibility/accommodations for disabled students, especially with audio and video
- 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: __**blackboard.mtsac.edu**_____

(If a UserID and Password are required to view your web site, please provide that information to Meghan Chen, Dean, Library & Learning Resources, x5658)

**Past Training and Certification:**

__X___ Web design workshops: ( _X___Mt. SAC _X__Other _FrontPage, Dreamweaver_____software)

__X___ Course management training: ( _X__Mt. SAC ___Other _____BlackBoard_____System)

__X___ Online courses: ( _X___Mt. SAC _X_Other _CSU Hayward Online Teaching Certificate_)

__X__ *Date of Certification for online teaching (required): ____December 2004_____

_____ Other experience: _____

**Course Management and Tools:**
How will your course be delivered, managed, and maintained? Faculty wishing to use Blackboard must be trained before obtaining Blackboard courses. See POD offerings at sdev.mtsac.edu.

__X___ Blackboard

_____ Web pages or CMS on another server

_____ FrontPage Web on Mt. SAC server

__X__ Other Videos and online materials from Web_

**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 **Methods of Instruction in a Distance Learning Course** table and the **Course Weekly Schedule of Activities**, being as descriptive and specific as possible.

# Methods of Instruction in a Distance Learning Course

Please use the table below to describe each method of instruction/learning that may 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). Include all assessment activities in the table also.

For each method listed below, include:

- an unique abbreviation of the method (to be used later in the Course Weekly Schedule of Activities)
- how the method will work **(mechanics)**
  - how the method's interaction is initiated (by instructor or student) – give specifics of assignments, if necessary for clarification
  - how the activity is conducted (by the student alone, with other students, or with the instructor), and how submitted to the instructor
  - how feedback (grade or comments) are given to the student at the end of each activity
- how the method will help students to learn the course material **(pedagogy)**
- 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 by any instructor who teaches this course.**

| Abbreviation | Mechanics and Pedagogy of Method/Activity | Active or Passive? (A or P) |
|---|---|---|
| **DF** | **Discussion Forum:**<br><br>**Mechanics**: 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), the 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. Students will first post their "original" postings, and then reply to other students' original postings for each DF. The instructor will provide a grade for all postings in each DF.<br><br>**Pedagogy**: Students will learn concepts and ideas from reading assigned chapter(s). DF questions will be related to one or more concepts learned during the week. The process of having to answer the DF questions requires a student to relate what he/she has read, integrate related information from other sources and his/her own experiences, and to write the response in the student's own words/language. This process allows students to post responses, with thought and reflection of the newly presented course concepts, incorporate information from several resources, and integrate information from lecture or his/her own experience, thereby producing high quality, well-developed discussion forum postings. Also, the process of having to read other student's postings will open a student's eyes to other views or interpretations of the course material, and will provide more avenues for discussion. In a DF, more discussion will take place than in a traditional classroom, as all students will be involved in each discussion by posting original messages as well as replies, and there will be more time to reflect and continue the discussion than in a traditional classroom discussion. | **A** |

| Abbreviation | Mechanics and Pedagogy of Method/Activity | Active or Passive? (A or P) |
|---|---|---|
| **F2F** | **Face-to-Face:**<br><br>**Mechanics:** Students may have face-to-face contact with each other in a traditional classroom setting, either at a mandatory orientation meeting or in designated "on-campus" meetings for a hybrid course. These meetings will include lecture, hands-on demonstrations, and in-class student activities, either completed individually or within a group.<br><br>**Pedagogy:** Having face-to-face meetings offer several benefits to students. In the beginning of the term, a face-to-face meeting provides the opportunity to meet the students, demonstrate various online activities that will be required of students during the course, review course information, and answer questions for the entire class. As the lecture progresses, students can ask questions as they arise and other students can hear and respond to these interactions synchronously. Students will have the opportunity to see and work along with the instructor to learn the skills needed in the application. In-class group activities will allow additional interaction between students and will allow them to learn from each other while they learn the needed tasks. | **A** |
| **IQ** | **Interactive quizzes.**<br><br>**Mechanics:** Students will be required to take quizzes online. Immediately after completion, students will be able to see all their answers to the questions, and whether their answers were right or wrong or not answered. The right answers will NOT be displayed to encourage students to research the correct answers.<br><br>**Pedagogy:** The quiz is composed of randomly selected questions from a pool of true or false or multiple-choice questions. Questions in the quiz will cover all topics of the chapter and since students can see wrong answers immediately after taking quiz, they will know exactly what topics need to be read again. Since the quiz can be taken multiple times and a student is given the highest grade attained, there is almost no pressure on the student and it's a perfect way to ensure that students know and understand the material. | **A** |
| **RA** | **Reading assignments**<br><br>**Mechanics:** Each week students will be required to complete a reading assignment from the textbook and/or other resources, some online. Reading assignments will be posted on the assignment page along with the due dates.<br><br>**Pedagogy:** Reading assignments will serve as a lecture for the online class. Each assignment will be broken into two parts: Reading chapters from the textbook and/or other resources, some online. Other online material complements other topics from the chapter. This component will be the primary delivery method of the course topics, and is extremely important for student's learning of course content. | **P** |
| **LN** | **Lecture notes:**<br><br>**Mechanics:** Lecture notes will work the same way that lecture notes or outlines work for the traditional class. For each chapter assigned, there will be a brief chapter review posted on the website. Students will be able to get the most important information from each chapter from the course website. Other online links will be provided for additional learning.<br><br>**Pedagogy:** Students will be directed to study and learn the most important topics in the chapter to increase their understanding of the course content. | **P** |

| Abbreviation | Mechanics and Pedagogy of Method/Activity | Active or Passive? (A or P) |
|---|---|---|
| **WA** | **Weekly assignments**<br><br>**Mechanics:** Students will be assigned to complete one or two projects or assignments each week. The assignment or project will be based on the concepts covered for the week. Information and instructions for the project will be posted on the website in the assignment section along with the due date.<br><br>**Pedagogy:** Weekly assignments play the same role as homework in a traditional class. By doing actual assignments students will apply their own understanding of the reading assignments, lecture notes and other learning modules. | **A** |
| **OH** | **Office hours:**<br><br>**Mechanics:** Instructor will be available for students during office hours, held on campus or in an online mode. If student needs to meet with the instructor face to face, he/she will be able to do so on-campus during on-campus office hours, or can contact the instructor during online office hours.<br><br>**Pedagogy**: Regular on-campus and online office hours will serve as a way for students to meet the instructor face to face, in order to ask any questions that students might have. | **A** |
| **T** | **Tests:**<br><br>**Mechanics:** Students may come to the school to take course tests, or may take them in an online mode. Students will have to take a midterm and final.<br><br>**Pedagogy:** Tests will work the same way as for the traditional class. They will serve as an assessment of students' knowledge. | **A** |
| **OM** | **Other Materials:**<br><br>**Mechanics:** Students will be required to view various types of online materials chosen by instructor and made available by textbook authors or course instructor, including but not limited to: Slide presentations, glossary, online textbook materials, video or audio files, podcasts, YouTube videos, blogs, web sites, online tutorials, software downloads, wikis, etc. Instructors will work with DSP&S to provide reasonable accommodations of alternative access to required course materials for students with verified disabilities.<br><br>**Pedagogy:** It's vital for online students to be able to view, listen, watch, download and use appropriate and relevant materials to supplement and reinforce their learning from textbooks and lecture materials. | **A** |

| Abbreviation | Mechanics and Pedagogy of Method/Activity | Active or Passive? (A or P) |
|---|---|---|
| **EM** | **Email:**<br><br>**Mechanics:** Students will be able to interact with the instructor via email on a timely basis. Instructor will check email frequently and if students need an immediate response, they will be able to get a reply from the instructor in a timely manner.<br><br>**Pedagogy:** It's vital for online students to be able to interact with instructor on the regular basis. Sometimes it is difficult for online students to meet with instructor face to face, email will serve as a way to get help from the instructor or just a way to interact with the instructor, especially if a quick response is needed. | **A** |
| **LA** | **Laboratory Activity**<br><br>**Mechanics:** Students will be assigned to complete hands-on laboratory work the same way that they do in the traditional class – either on or off campus. Laboratory assignments will be based on the chapters covered and will be assigned on a weekly basis.<br><br>**Pedagogy:** Laboratory assignments will help students to apply their knowledge to the practical applications. Laboratory assignments will play a role of additional practice to the weekly assignments and will help students to understand material better. | **A** |

# Course Weekly Schedule of Activities

In the appropriate box below, enter the official WebCMS information for this course, the current methods used in traditional classes, and use the abbreviations from the above Methods Table for the DL delivery of the course. Estimate a student's time on task expected for each DL abbreviation activity listed**. Be sure that ALL methods listed in Methods Table above are shown here. Use a 16-week format, even if shorter versions of the course are offered.**

| Week | Topic(s) Covered<br><br>(matches official course outline) | Traditional Course<br><br>(use descriptions) | DL Course<br><br>(use abbreviations) | Estimated time on task (hrs) |
|---|---|---|---|---|
| 1 | Lecture: Concepts of secure server side programming<br><br>Lab: Create a program using arithmetic operators | Lecture, readings, lab projects, quiz | F2F<br>DF<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>1<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 2 | Lecture: Control Structures I<br><br>Lab: Create a program using selection and repetition control structures | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 3 | Lecture: Arrays and Hashes<br><br>Lab : Create a program using arrays and hashes | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 4 | Lecture: Control Structures II<br><br>Lab: Create a program using loop controls, logical operators and error functions | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |

# Course Weekly Schedule of Activities

| Week | Topic(s) Covered<br><br>(matches official course outline) | Traditional Course<br><br>(use descriptions) | DL Course<br><br>(use abbreviations) | Estimated time on task (hrs) |
|---|---|---|---|---|
| 5 | Lecture: Subroutines<br><br>Lab: Create a program using subroutines and functions | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 6 | Lecture: Regular Expressions<br><br>Lab: Create a program using regular expressions | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 7 | Lecture: String Manipulation<br><br>Lab: Create a program using string manipulation | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 8 | Lecture: Midterm Examination<br><br>Lab: projects | Midterm Exam plus lecture, readings, lab projects, quiz | DF, F2F<br>RA, LN<br>OH, EM<br>OM<br>T<br>LA | 2<br>2<br><1<br>1<br>1<br>3 |
| 9 | Lecture: File Processing<br><br>Lab: Create a program with sequential and random access file processing | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |

# Course Weekly Schedule of Activities

| Week | Topic(s) Covered<br><br>(matches official course outline) | Traditional Course<br><br>(use descriptions) | DL Course<br><br>(use abbreviations) | Estimated time on task (hrs) |
|---|---|---|---|---|
| 10 | Lecture: File and Directory Manipulation<br><br>Lab: Create a program showing file and directory manipulation | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 11 | Lecture: Formatting<br><br>Lab: Create a program to display formatted reports | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 12 | Lecture: References<br><br>Lab: Create a program using references | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 13 | Lecture: Objects and Modules<br><br>Lab: Create a program using object oriented techniques | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 14 | Lecture: Databases<br><br>Lab: Create a program accessing databases | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |

| Week | Topic(s) Covered<br><br>(matches official course outline) | Traditional Course<br><br>(use descriptions) | DL Course<br><br>(use abbreviations) | Estimated time on task (hrs) |
|---|---|---|---|---|
| 15 | Lecture: Cookies and Session Tracking and other security techniques/tools<br><br>Lab: Create a program using cookies and session tracking | Lecture, readings, lab projects, quiz | DF, F2F<br>IQ<br>RA, LN<br>WA<br>OH, EM<br>OM<br>LA | 2<br>.5<br>2<br>3<br><1<br>1<br>3 |
| 16 | Lecture: Final Examination<br><br>Lab: Final Exam review, project or activity | Final Exam | T, F2F,<br>LA | 2.5<br>3 |

**Instructional Design Questions:**

1. What problems do you expect to encounter with these interactions?
   *(For each problem that may be encountered, list one or more possible solutions to the problem).*
   **Discussion forums and email are not as effective as face-to-face interaction and may raise the student's level of anxiety especially when they encounter problems online. Students are asked to call contact the instructor if they need any extra help during his regularly scheduled on-campus or virtual office hours.**

   **Students might have problems with the course website. The course website is hosted by BlackBoard which could answer any technical question about the web site through its 24/7/365 help desk. The course web site is discussed in full detail during the mandatory meeting. However if a student still has questions or concerns, he or she may email the instructor who will respond in a timely manner to reassure the student. Otherwise, the student is welcome to meet the professor during his office hours.**

2. How will you handle students who need more attention?
   *(List all possible ways that students may receive additional help in this course. Be sure to provide for both on-campus and online options if both online and hybrid deliveries are indicated).*
   **Students are encouraged to email the instructor at anytime of the day. Instructor will respond in a timely manner to provide the required attention. Students can meet instructor during office hours for additional face-to-face instruction.**

   **Students are asked to call contact the instructor if they need any extra help during his regularly scheduled on-campus or virtual office hours.**

3. How do you plan to evaluate the effectiveness of this course?
   *(List all ways that information or feedback from students on the course will be gathered, and what actions will be taken in the future to improve the course).*
   **Instructor will compare retention rate and grade averages to sections that are taught face-to-face. There will be student surveys for all of these online sections to evaluate course effectiveness and student satisfaction.**

   **Students also will be asked to evaluate the course (near the end of the semester) to inform the instructor about what they thought was good and bad about the way the course was designed and taught. It will affect the course design and teaching method for the following semesters.**

4. How do you plan to provide "alternate media" for students with disabilities?
   *(List all ways that students with disabilities will be accommodated, especially with chat, audio, and video components).*

   **Most pages are mainly text and all images are only for aesthetic purposes rather as learning objects.**

   **There are some multimedia files that are meant as supplementary learning objects to the textbook, which is considered the primary source of concepts and theories. The syllabus contains reference to all DSP&S services and contact information. Any type of reasonable accommodation will be provided to students with disabilities if they wish to use the optional multimedia learning objects.**

**Mt. SAC Student Resources:**
What campus resources will you or your students use in this Distance Learning course?

__X___SOLAR: Skills for Online Learning – Assessment of Readiness
(http://elearn.mtsac.edu/olsc/readiness)

__X___Learning Resources (Library – http://library.mtsac.edu)

_____ LTC/Learning Assistance Center (tutoring – http://ts.mtsac.edu)

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

__x___Disabled Students Program & Services (http://dsps.mtsac.edu)

_____ Other _____

**Certification Needed:**
To start the process of Certification for Online Teaching (SPOT – Skills and Pedagogy for Online Teaching), go to the SPOT web site, read and follow the instructions listed there:

**http://spot.mtsac.edu**

**Future Support**
What additional training or technical support will be needed to create/maintain this Distance Learning course?

None.

# DISTANCE LEARNING COURSE AMENDMENT FORM

## Verification of Process

The following steps must be signed and approved in this order. It is the developer's responsibility to make sure approval is obtained at each step of this process.

### 1. Distance Learning Team (faculty from Distance Learning Committee / OLFC)

Date:_____

Signature:_____

Recommendations:_____

_____

### 2. Department: Approval_____ Denial_____ Date_____

Signature(s)_____

Recommendations:_____

_____

Reason for denial_____

### 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 _____