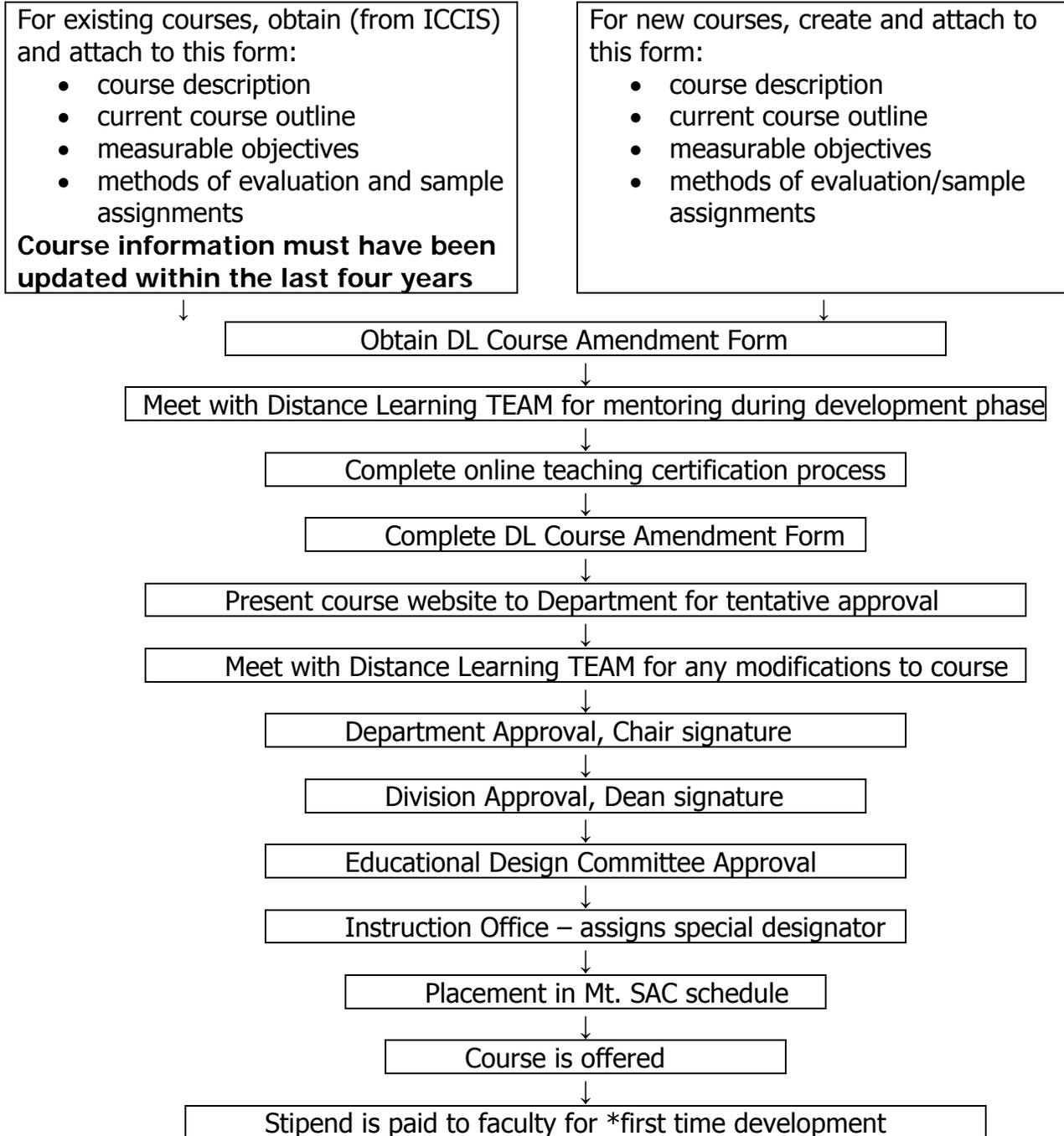


Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM
(REQUIRED)

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/rramal/Phil20B> _____

(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:

✓ Web design workshops: (_____ Mt. SAC ✓ Other _____ **Frontpage; Blackboard**)

✓ Course management training: (✓ Mt. SAC ✓ Other _____ **Blackboard; Mc-Graw-Hill Pageout**)

✓ Online courses: (✓ Mt. SAC: **PHIL 20A, History of Western Philosophy (Part I)**
(✓ Other: Victor Valley College:

_____ **PHIL 101, Introduction to Philosophy**

_____ **PHIL 109, Introduction to Logic**

_____ **PHIL 120, History of Ancient and Medieval**

Philosophy

✓ *Date of Certification for online teaching (required): _____ **March 2005** _____

✓ Other experience: _____ **Web publishing using Frontpage (Center for Process Studies)**

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 _____ 2002 Mt. SAC _____ Yours ✓

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

_____ Computer _____ Printer _____ FAX _____ Other _____

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

- (1) **Students tend to procrastinate completing their assignments, so reminders about deadlines have to be clearly posted in the Announcement section of the course. This also encourages interaction between the students and the instructor.**
- (2) **The reading material may be difficult for some students, due to poor academic background and/or disability difficulties. Therefore, alternative methods of delivering the material have to be considered, including lecture notes in both text and auditory formats. Last minute questions about difficult material will also be raised, and students will therefore need to be encouraged to post these questions at least one day prior to the assignments' deadlines.**
- (3) **There is also the fact that certain students who are unhappy with their weekly grades, posted in response to their discussion forum contributions, will want to know why and how the grades are allocated to their responses. For this reason, the instructor must insist that all questions be posted online for public view.**
- (4) **Finally, technical difficulties are always an issue, sometimes the excuse for not completing assignments on the due dates. Students are encouraged early in the semester to find all the technical help they need on and off campus. Systems such as Blackboard have links to technical help through manuals and online help from the system administrator, and students will be reminded of this fact.**

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

Research assignments will require students to link to specific websites – for example, an online encyclopedia or other available sources – in order to complete essay papers, group projects, and/or short powerpoint presentations. The material available on the internet will be carefully chosen by the instructor according to its relevance to fulfilling the learning objectives, but students will also need to research and discover this relevance on their own. In the latter case, the instructor provides internet primary or secondary texts for the research, and if the material is secondary, then the students will have to discuss its relevance to the primary texts used in the class.

Furthermore, individualistic assignments will guarantee that the students make effective use of the internet in order to receive credit. Students will be required to research material on specific websites and show their understanding of it in their assignments. If the students fail to complete their assignments to the satisfaction of the instructor, they will be required to either complete follow-up assignments or suffer the consequences of a poor grade on these particular assignments. Finally, online exams and quizzes will be utilized to enhance the student learning, especially when the textbooks are supported by publishers.

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

Students will submit written essays through the course website, either through digital drop boxes or threaded forums (Blackboard). Stored exams and quizzes will be unlocked on the due dates, and grades will be provided in the online grade book, which students

can access individually. All tasks will be performed online. When exams and quizzes are given through publisher-generated websites – e.g., McGraw-Hill Pageout or Wadsworth – students will be instructed in how to establish free accounts with the publishers.

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

Questions of a personal nature are delivered to the instructor, through e-mail, telephone, regular office hours, or by appointment. Questions of a technical nature are referred to the various technical support centers on campus (Help Desk, Learning Assistance Center, DSP). Any question on the content of the course, grades, nature of assignments, etc., will need to be posted on the instructor's website through forums such as Ask the Instructor.

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

Student success will be mainly evaluated on the basis of written assignments, which include essays, exams, journal entries, and quizzes. Furthermore, several anonymous surveys of student feedback on the instructor's teaching and the material covered will be conducted throughout the semester to learn what the students are capable of retaining. In addition, standard student evaluations will be required at the end of the semester. Measuring the retention and success rates will also be performed to determine the difficulty of the course and the learning outcomes.

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

The course is offered as a text-based class, but publishers' companion textbooks, when available, will be used to assist students with disability through audio and video media. In particular, videos with closed-captioning will be used to answer disability needs of an auditory nature. The instructor will also make available on-campus resources that provide alternate media options.

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?

The instructor has already completed a certification process for online teaching.

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
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 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
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
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 course web site.	P
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
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

X	Exams —a midterm and a final exam will 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
WD	Word Document Files —containing lectures, informative handouts, study guides will be linked to the course website to be downloaded as students need them.	P
V	Videos – The Media Services Center has several videos that complement our textbook. The online students are welcome to watch these in the Media Services Center. The class web site contains information on these videos.	P
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 briefs (students are allowed to evaluate their own briefs if they cannot find a partner). Deadlines are given on the discussion page, announcements page, 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
L	Lecture – Reading textbook in accordance with class weekly schedule posted online and in class syllabus. Incorporating PowerPoint slides of chapter summaries and outlines, or ones provided on textbook CD and/or the publisher’s web site. Using other feature present on textbook CD: chapter outlines, mini-videos, practice tests; taking online quizzes.	A/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 instructed in how 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).	A
F2F	Face to Face meeting time - Instructor will provide materials and information needed for successful completion of assignments. Test will be given. Progress will be monitored.	A
A	Assignments – Several assignments are given during the semester. These assignments pertain to the material read in the textbook, the lectures provided on the course website, and application of the material taught on topics that reflect understanding of the material. Weekly discussion forums are 2 to 3 paragraphs of substantive responses to assignment questions set up by the instructor to ascertain comprehension of the material. Essay papers and group exercises are extensions of the material learned and vary in length from 3-5 pages depending on the nature of the specific assignment. Deadlines, instructions, and amount of credit will be provided on the class web site.	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: What is History? Advocates of the Method of Science; Philosopher: Frances Bacon.	Syllabus; Course requirements; Grading System; Expectations; Reading assignment for second meeting; Lecture on first week's topic; Discussion of the material; Reading assignment for second week.	M + F2F, I, C, AN, L, A + DF, WD, R	M + F2F: 2 hrs I: 0.15 C: 1 hr AN: 0.10 L: 1 hrs A + DF: 3 hr WD: 1 hr R: 2 hrs
2	Rationalism on the Continent; Philosopher: Rene Descartes.	Lectures on 2 nd week's topics; In-class Discussions of the material; Individual and Group Analysis of primary readings; Questions and Answers.	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hr G: 2 hrs I: 1 hr
3	Continue with Rationalism; Philosopher: Baruch Spinoza.	Lectures on 3 rd week's topics; In-class Discussions of the material; Analysis of and practice readings of primary material in both individual and group formats.	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 5 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
4	Continue with Rationalism; Philosopher: Leibniz.	Lectures on 4 th week's topics; In-class discussions of the material; Analysis of primary readings;	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 5 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
5	Empiricism in Britain; Philosopher: John Locke.	Lecture on 5 th week's topic; In-class discussion of material.	X, AN, WD, L + R, A + DF, G, I	X: 2 hrs AN: 0.10 WD: 1 hr L + R: 3 hrs A + DF: 2 hrs G: 2 hrs I: 1 hr

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)
6	Continue with Empiricism; Philosopher: George Berkeley.	Exam on material of the 1 st four weeks. Lectures on 6 th week's topics; In-class discussions of the material; Analysis of primary readings;	V, AN, WD, L + R, A + DF, G, I	V: 0.30 AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
7	Continue with Empiricism; Philosopher: David Hume.	Lectures on 7 th week's topics; In-class discussions of the material; Analysis of primary readings.	AN, WD, L + R, A + DF, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1hr
8	A Romantic in the Age of Reason: Rousseau.	Lectures on 8 th week's topics; In-class discussions of the material; Analysis of primary readings; Exercise Assignment	AN, WD, L + R, A + DF, I, EX	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1 hr EX: 1 hr
9	Critical Mediator between Dogmatism and Skepticism: Immanuel Kant.	Lectures on 9 th week's topics; In-class discussions of the material; Analysis of primary readings; In-class group project	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
10	Absolute Idealism; Philosopher: Georg F.W. Hegel.	Lectures on 10 th week's topics; In-class discussions of the material; Analysis of primary readings; In-class group project	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr

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)
11	A Prophet of Pessimism: Schopenhauer.	Lectures on 11 th week's topics; In-class discussions of the material; Analysis of primary readings; In-class group project	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
12	The Rise of Positivism in France: August Comte.	Lectures on 12 th week's topics; In-class discussions of the material; Analysis of primary readings;	AN, WD, L + R, A + DF, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1 hr
13	Utilitarianism in Britain: Jeremy Bentham and John Stuart Mill.	Lectures on 13 th week's topics; In-class discussions of the material; Analysis of primary readings; movie on Islam.	V, AN, WD, L + R, A + DF, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1 hr
14	Friedrich Nietzsche; 20th Century Metaphysicians: Bergson and A.N. Whitehead	Lectures on 14 th week's topics; In-class discussions of the material; Analysis of primary readings; In-class group project.	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr
15	American Pragmatism: Charles Peirce, William James, and John Dewey.	Lectures on 15 th week's topics; In-class discussions of the material; Analysis of primary readings; In-class group project.	AN, WD, L + R, A + DF, G, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr

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)
16	Dialectical Materialism; Karl Marx.	Lectures on 16 th week's topics; In-class discussions of the material; Analysis of primary readings;	AN, WD, L + R, A + DF, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1 hr
17	Analytic Philosophy: Bertrand Russell, Carnap, W.V. Quine, Gilbert Ryle, Ludwig Wittgenstein, and J.L. Austin; Existentialism: S. Kierkegaard, Husserl, Jaspers, Marcel, Heidegger, and Jean Paul Sartre.	Lectures on 17 th week's topics; In-class discussions of the material; Analysis of primary readings; Answering questions on Final Examination.	AN, WD, L + R, A + DF, I	AN: 0.10 WD: 1 hr L + R: 4 hrs A + DF: 3 hrs I: 1 hr
18	FINAL EXAMINATION	Final Exam/papers/Student Presentations	AN, WD, R, A + DF, I, G, X	AN: 0.10 WD: 1 hr R: 4 hrs A + DF: 3 hrs G: 2 hrs I: 1 hr X: 2.5 hrs

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: _____