

Mt. San Antonio College

DISTANCE LEARNING COURSE AMENDMENT FORM – 2021 update with FOMA

Course Title _____

Subject/Course Number _____ Units _____

Faculty Developer _____ Date Submitted _____

E-mail _____ Ext _____

Department _____

Course Approval/Review Date (WebCMS Date) _____

Date Approved by DLC _____
(for DLC use only)

Is this a NEW ☐ or REVISED ☐ DL course?

Has conversion to DL been discussed at Dept. meeting? Yes ☐ No ☐

Date of department meeting approval: _____

Choose **one** of the following modalities for this course.

- ☐ Fully Online and Partially Online/Hybrid
- ☐ Fully Online Only
- ☐ Partially Online/Hybrid Only
- ☐ Fully Online FOMA
- ☐ Partially Online – Lecture Online, Lab FOMA
- ☐ Partially Online FOMA

This Form is to be used to obtain approval for development of all Mt. SAC Distance Learning (DL) courses. Faculty are responsible for completing this Form and obtaining approval at all steps.

Steps for Approval of a Distance Learning course:

1. Obtain an electronic version (*.doc) of the current Distance Learning Course Amendment Form at the Distance Learning Committee (DLC) Home Page at: <http://www.mtsac.edu/dlc/>. *Please obtain department support for conversion of a regular course into a partially or fully online course **before** submitting this form.*
2. Fill out the SmartSheet and submit completed Form in Word to: <http://www.mtsac.edu/dlc/dl-forms.html>
3. The DL Coordinator will review your submission and schedule it for committee review. DLC review and approval of modifications are required.
4. Form is sent to EDC for approval by the DL Coordinator, to be added to EDC review queue.
5. EDC will notify course developer when Form has been approved. If revisions are needed, EDC will coordinate with DLC on revisions. When Form is EDC-approved, the electronic version of the approved Form is placed online for all faculty, chairs and deans to download and use when orienting new DL faculty to teaching the course, or for conducting faculty Classroom Visitation evaluations. The DLC Home Page contains a link to all EDC-approved DL Forms.
6. EDC submits courses to Academic Senate for approval and informs the DLC and Instruction Office. Special DL "designators" are placed on the course in Banner, for proper scheduling and assignment.

Course Content:

The rigor and content of a Distance Learning course must match the approved curricula (lecture and lab topics, measurable objectives) currently on file for that course in WebCMS. **Obtain official course information** by accessing WebCMS at <http://webcms10.mtsac.edu>. **Check Admin Access first to see if the course has been modified.** If so, use the Modified Course section found under Admin Access. Otherwise, click the **Public Access** link, enter the existing course subject and number, and click on the Search button. Use the most current Lecture Topical Outline (and Lab Topical Outline, if appropriate).

The faculty developer submitting this amendment and his/her Department faculty are responsible for reviewing the Distance Learning course content to see if the course outline and measurable objectives may be achieved in a Distance Learning mode. Official course outlines (lecture and lab, if applicable) are to be inserted in Table 2, Column 2 in this document.

Mode(s) of Delivery:

Mt. SAC supports two different modes of distance learning delivery: online and partially online/hybrid. Online courses may meet synchronously or asynchronously. Partially online/hybrid courses have at least one required in-person meeting. Approved distance learning courses may be offered in either mode, and must have all required meetings scheduled in Banner at time of faculty assignment, to appear in the Mt. SAC Schedule of Classes.

Designing the DL Course:

Mt. SAC's distance learning courses are courses that have regularly scheduled replacement of seat time, are scheduled in Banner, and are published accordingly in the Mt. SAC Schedule of Classes. Distance learning courses are primarily delivered through the use of the College's information system authenticated processes, which requires the use of a Mt. SAC-approved Learning Management System (LMS) and Mt. SAC email. Other course delivery methods may be used for supplemental learning, but required course activities contributing to the course grade must be conducted using authenticated methods.

All required distance learning course content and delivery methods must be accessible to all students. All items in the Accessibility Checklist must be addressed. A good design rule is to create course content using Universal Design Principles. For information on Universal Design Principles or to obtain aid in developing accessible course materials, contact ACCESS (<https://www.mtsac.edu/access/>).

A well-developed DL course may include the following:

- Course outline – lecture (and lab if applicable)
- Learning objectives/outcomes (course measurable objectives, course SLOs)
- Course Orientation
- Syllabus
 - Course Reference Number (CRN), name and ID
 - Class times and locations, including online
 - Schedule of activities (assignments and deadlines)
 - Professor contact information and office hours
 - Grading policy
 - Attendance/interaction policy, including communication, grading and response times
 - Make-up policy for missed work
 - Campus policies – add/drop, academic dishonesty, repeating courses
 - College’s policy on email usage (Mt. SAC email only)
 - Professor’s drop policy
 - Student services and technology resources
- Frequently Asked Questions (FAQs) or Question and Answer Forum
- Student and professor expectations
- Good web design principles that address accessibility/accommodations for disabled students, especially with audio and video components
- A variety of web-based learning materials
- Discussions, collaborations, or other pedagogy that enables regular and substantive interaction among students
- Interactive and relevant links to assignments or activities
- Content organized by themes or chunks of information (topics, chapters, weeks)
- Regular assessments for learning evaluation and to establish student participation

DL Course Components and Delivery Methods:

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 “Any portion of a course conducted through distance education includes regular and substantive interaction between instructor(s) and students (and among students where applicable), either synchronously or asynchronously... Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.”

In order to approve a course for DL delivery and meet Title 5 regulations, the faculty developer of the DL course must describe each envisioned component and delivery method of the DL course. Table 1 includes accepted abbreviations that describe the ***Mechanics*** and ***Pedagogy*** envisioned for each component and delivery.

For each instruction method listed in the table, include:

1. unique abbreviation of the method (to be used later in Table 2 - Course Weekly Schedule of Activities)
 - Please use the abbreviation currently in Table 1 – limit to established abbreviations
 - If you add an abbreviation, please make it two or three letters and have a unique function not fulfilled by the other delivery methods
2. how the method will work (**Mechanics**)
3. how the method will help students to learn the course material (**Pedagogy**)

Table 1. DL Course Components and Delivery Methods

Include methods that may be used by any faculty who teaches this course. Methods envisioned by the developer of the course do not prohibit the use of other methods by other faculty who may subsequently teach this DL course.

Method Abbreviation	Mechanics of Method/Activity (how does the method work?)	Pedagogy of Method/Activity (how will students learn through this method?)
AN Announcements	Weekly/regular class announcements will be posted to the Learning Management System (LMS). Announcements may be posted more frequently on weeks with more assignments and/or as needed to respond to trends in student questions and/or activity.	Regular communication between instructor and student helps maintain regular and effective instructor-initiated contact.
AU/VI Audio and Video Components	Audio and video (AU/VI) components may be assigned as part of the lecture (LEC) to provide students another presentation of course material. Audio files will have transcripts and video components will have closed captioning. Examples of AU/VI components: <ul style="list-style-type: none"> • Recorded lectures • Topic-related videos • Tutorials for sample exercises and problems 	AU/VI components help reinforce concepts and allow students multiple formats to access course material and discover learning preferences. Students will be able access the material and help create instructor-to-student contact.
CM Communication	There will be regular instructor-initiated communication for the duration of the course. The communication may be in the form of announcements, emails messages, participation in discussion forums, assignment feedback, telephone conversations and/or face-to-face contact, either during office hours or at face-to-face meetings. Students will be encouraged to communicate with the professor regarding the course at any time. The professor's contact information will be posted in the course LMS and the syllabus. Responses will be made in a timely manner as defined in the course syllabus.	Communication encourages regular and effective instructor-initiated student contact. Regular instructor-initiated communication with students will help to construct a sense of community, increase engagement, and build relationships between students and the professor. The encouragement of regular student-to-instructor communication also increases student engagement, community and success. Prompt responses to students' questions will help to support students in their online experience and show professor presence.
CO Course Orientation	<i>Online:</i> Students participate in online orientation activities which may include some of the following activities: <ul style="list-style-type: none"> • Discussion forum introductions • Syllabus quiz • Online readiness activities • Learning management system (LMS) tutorials and support 	Orientation activities introduce students to the course, the professor and to their classmates. A course orientation meeting (online or in-person) provides students with a sense of "community" as they meet their classmates either in-person or in a "virtual" setting. Student-to-student interaction

	<p><i>Partially online:</i> Similar activities to the online course orientation with face-to-face options may take place at the on-campus course orientation.</p>	<p>contributes to a student-centered learning environment.</p> <p>Posts made by students to an introduction forum also allow the professor to participate by setting the stage for continued regular and effective contact throughout the course.</p> <p>Syllabus quiz reinforces key aspects of the course.</p> <p>Online readiness activities prepare students for the expectations of learning in an online mode.</p> <p>LMS tutorials show students ways to request support while in the course and help navigating the LMS.</p> <p>Course orientation activities allow the professor to identify no-shows.</p>
DF Discussion Forum	<p>Regular discussion forums may be scheduled to offer students the opportunity to discuss course topics.</p>	<p>Discussion forums in an online environment replace in-class discussions and allow students the opportunity to express opinions, explore course topics, and gain assistance on difficult concepts.</p> <p>Discussion forums allow student-student contact and collaboration which builds workplace skills such as teamwork, cooperation, negotiation and consensus building.</p> <p>Student-to-student interaction contributes to a student-centered learning environment. As per Title 5 regulations, faculty should integrate multiple student-student contact opportunities into an online course.</p> <p>Discussion forums also allow for professor-to-student contact where the professor actively participates in class discussions and provides feedback and guidance.</p>
EX Exams	<p>Exams may be given covering cumulative sections of the course content, e.g. midterm and final exam</p>	<p>Exams cover more content than quizzes and assess understanding and application of course content.</p>
F2F Face to Face	<p><i>If scheduled as partially online:</i> Students will participate in F2F meetings as scheduled in the official Schedule of Classes and as determined appropriate by the department.</p> <p>F2F meetings may include the following:</p> <ul style="list-style-type: none"> • Testing • Lectures 	<p>F2F meetings may use a variety of teaching methods to appeal to many different learning preferences and identify trends in student learning difficulties and successes.</p> <p>F2F meetings will also provide students with a sense of community and college/program affiliation.</p>

	<ul style="list-style-type: none"> • Demonstrations • Student presentations • Group work <p>If partially online, regular and substantive interaction must be ensured for the online component of the course.</p>	
FT Field Trips	Field trips may be required in a course, where students will experience the objects of study first hand. Students may be assigned a venue to visit, or may be able to choose their venue. The instructor will provide instructions and possibly supplemental materials to contextualize student learning.	Field trips provide an alternative, experiential space and medium for student instruction. Students will be able to apply their knowledge from their textbook and other delivery modes. Experiencing educational objects within their natural context creates a dynamic learning environment and helps consolidate understanding.
GW Group Work	Various activities may be assigned throughout the course where students may be allowed to work in groups, e.g., practice sets, special projects, presentations, collaborations, case studies, group study, etc.	Collaborative work reinforces learning by allowing students to exchange and share ideas about the content. Group work engages students, allows student-student interaction, and creates community in an online environment.
HA Homework Assignments	<p>Students may be required to submit a variety of homework assignments.</p> <p>Examples of homework include:</p> <ul style="list-style-type: none"> • Homework • Worksheets • Journals • Portfolios <p>HAs will be listed in the LMS and syllabus. Submission of assignments will be through the LMS, or at scheduled F2F meeting if the course is partially online. Grades will be posted in the LMS.</p>	<p>HAs will allow the student to apply and practice concepts introduced in course lecture/reading material or experiential activities. HAs will be matched with appropriate lecture and reading modules.</p> <p>HAs with a research component will direct students to use the College Library online resources (e.g., Chat with a Librarian, databases, tutorials, and/or research guides) and practice research skills.</p>
LAB Laboratory	Lab work reinforces textbook material and gives students the opportunity to practice and master essential discipline-specific skills. Demonstrations may be given to illustrate procedures or processes. Students work on their own or in groups to complete the lab activities.	Lab activities are performed to reinforce lecture concepts and to provide students the opportunity to practice activities, master skills, discover important precepts, and communicate effectively, with instructor supervision, guidance, and feedback.
LO Learning Objectives	Unit-level learning objectives for each chapter, topic or module will be posted and should relate to course-level objectives.	Learning objectives are brief descriptions of specific things a learner completing the unit will know or be able to do. They are presented to indicate to students what they are expected to learn.
LEC Lecture	Lectures may consist of face-to-face discussion in a partially online course and/or delivered online via a presentation tool or documents for download in the LMS.	Lectures will complement required textbook readings by providing a variety of explanations, visual and audio examples in order to help students with diverse learning preferences.

		Lectures support the content and reinforce student learning.
QZ Quizzes	<p>Regular quizzes may be assigned in the course. Quizzes may be completed via the LMS, in the classroom (if partially online), or at ACCESS as appropriate.</p> <p>Quizzes may include various types of questions such as true/false, multiple choice, short answer and essay-style.</p> <p>Quiz dates, available credit, and instructions will be posted in the LMS.</p>	<p>Quizzes are aimed at improving student understanding and knowledge of the course content.</p> <p>Quizzes are given to check for student learning of course materials before proceeding to the next learning module.</p> <p>Quizzes provide the student with timely feedback on their progress in the course.</p> <p>Quizzes also encourage students to keep with the pace of the course and emphasize the value of the HA and DF assignments.</p>
PA Practice Assessments	Students may be offered practice assessments to test comprehension and get them used to taking online assessments.	Practice assessments enable students to determine the areas requiring more study and reduce anxiety about test taking.
PM Publisher Materials	<p>If used, the department will check that all online components of the publisher materials are accessible, including audio and visual components.</p> <p>PM will be integrated into the LMS to ensure authentication.</p>	<p>Publisher materials may offer supplemental learning activities to students.</p> <p>Some publisher materials offer an adaptive learning approach to solving homework problems with advanced questions and solutions available based on student responses. This allows each student to elevate their learning and comprehension to the highest level.</p>
RP/EP Research/ Essay Papers	Students will submit research or essay papers as assigned by the professor.	Papers enable students to engage with a subject in more depth and practice communication skills. They may require critical thinking or research, depending on their intent. Papers also allow for professor-to-student contact as the professor gives detailed, individualized feedback.
SG Study Guides	May be provided for quizzes and/or exams.	<p>Study Guides provide students with the focus of the exam material and allow students to adequately prepare for the upcoming exam.</p> <p>Study Guides also allow students to ask questions which may contribute to professor-to-student interaction.</p>
TR Topic Readings	<p>Students will read the assigned topics and are expected to become familiar with the text. Homework Assignments (HA), Quizzes (QZ) and Discussion Forums (DF) may require information from the textbook.</p> <p>Other assigned reading material may be presented if it is deemed by the instructor to be relevant to the course material. Reading assignments will be listed in the LMS and syllabus.</p>	<p>Textbook readings are assigned to work in conjunction with HAs, QZs, LECs and DFs.</p> <p>Textbook readings provide the foundation of content in the course.</p>

Table 2. DL Course Weekly Schedule of Activities

Complete the following table by entering the official WebCMS information for this course, the current methods used in the traditional offering of this course, and use the abbreviations from **Table 1** for the DL delivery of the course. Estimate a student's time on task expected for each DL abbreviation activity listed. **Include all of the students' time needed for this course; consider the "college hour" (2 hours of homework for every lecture hour). Include both the "in-class" hours as well as the homework hours in this table.**

Use a 16-week format, even if shorter versions of the course are offered. Demonstrating "Regular and Substantive Interaction" in the course is required by state and federal regulations. **For courses with a Lab, enter the Lab Topic in the same week as the lecture topic, and include the LAB hours in column 5.**

1	2	3	4	5
Week	Course Outline Lecture and/or Lab (from WebCMS)	Traditional Course (use brief descriptions)	DL Course (use abbreviations from Table 1)	Estimated time on task (hrs)
1	Course Orientation Introduction to the LMS Introduction activities	Course Orientation Introduction to the LMS Introduction activities Videos	Sample CO AN DF TR, LO, PM CM LEC/F2F AU/VI	Sample 1.0 0.5 1.0 3.0 0.5 2.0 1.0 TOTAL: 9.0
2	TOPICS HERE MUST BE IDENTICAL TO CURRENT WEBCMS TOPICAL OUTLINE Webcms10.mtsac.edu		Please include AN, CM, LO in your activities each week	
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

16	Final exam	Final Exam	EX	2.5 TOTAL: 2.5
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Accessibility Checklist

Title 5 Regulations, and the California Board of Governors for the California Community Colleges, state that "...instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act

Place a checkmark next to the item to demonstrate your DL course will follow the following accessibility requirements:

TEXT

- ☐ **Color Contrast** – There is sufficient color contrast between the foreground text and background. [More Information on Color Contrast.](#)
- ☐ **Color and Meaning** – Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. [More Information on Color and Meaning.](#)
- ☐ **Heading Styles** – Styles are consistently used for headings. Heading levels (Heading 1, Heading 2, etc.) are in sequential descending order. Don't skip levels. [More Information on Headings.](#)
- ☐ **Links** – Links are identified with meaningful and unique text in place of displaying the URL. [More Information on Links.](#)
- ☐ **Lists** – Lists are created using the bullet or numbered list tool instead of being formatted manually. [More Information on Lists.](#)
- ☐ **PDFs** – Any PDF files will be text-based, not scanned, and use true headings (e.g. created with the styles menu in MS Word). [More Information on PDFs.](#)
- ☐ **Reading Order** – Reading order is correctly set so that content is presented in the proper sequence. [More Information on Reading Order.](#)
- ☐ **Slides** – Slides are created using built-in accessible slide layouts with each slide having a unique title. [More Information on Slides.](#)
- ☐ **Spreadsheets** – Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. [More Information on Spreadsheets.](#)

IMAGES

- ☐ **Images** – All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. [More Information on Images.](#)
- ☐ **Flashing Content** – Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. [More Information on Flashing Content.](#)

TABLES

☐ **Table** – Column and/or row header cells are designated. Don't merge rows. Repeat table headings across pages. A table caption is included for more complex tables. [More Information on Tables.](#)

VIDEO and AUDIO

☐ **Video** – All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. [More Information on Video.](#)

☐ **Auto-play** – Audio and video content should not be set to auto-play. [More Information on Auto-Play.](#)

☐ **Live Captions** – Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. [More Information on Live Captions.](#)

☐ **Audio** – Audio files must be accompanied by complete and accurate transcripts. [More Information on Audio.](#)

PUBLISHER CONTENT

☐ **Accessibility** – If any component of the course is conducted via a publisher application in Canvas or a website outside of Canvas, the component must meet [Section 508 requirements](#).

Mt. San Antonio College Accessibility Resources

- [Faculty Accessibility Center Canvas Course](#)
- [Accessibility at Mt. SAC web page](#)
- [Captioning Services at Mt. SAC](#)

Teaching the DL Course:

All faculty wishing to teach a DL course at Mt. SAC must complete the Skills and Pedagogy for Online Teaching (SPOT) or equivalent distance learning certification process before being assigned to teach that course. To learn more about SPOT, go to <http://www.mtsac.edu/distancelearning/spot.html/>.

Resources for DL Faculty and Students

Online student resources are available at

- **Mt. SAC Online** - <https://www.mtsac.edu/online/>
- **Mountie Student Hub** in the navigation menu

Online faculty resources are available at

- <https://www.mtsac.edu/dlc/#> - go to Faculty Resources
- Canvas Commons