

Mt. San Antonio College

DISTANCE LEARNING COURSE AMENDMENT FORM – Revised Template to meet 2019 Title 5 requirements

Course Title	<u>Introduction to African American/Black Studies</u>		
Subject/Course Number	<u>AABS1</u>	Units	<u>3</u>
Faculty Developer	<u>Salinger</u>	Date Submitted	<u>11/09/22</u>
E-mail	<u>asalinger@mtsac.edu</u>	Ext	<u>4584</u>
Department	<u>Ethnic Studies</u>		
Course Approval/Review Date (WebCMS Date)	<u>12/8/21</u>		
	Date Approved by DLC	<u>11/22/2022</u> (for DLC use only)	

Is this a NEW ☒ or REVISED ☐ DL course?

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

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 hybrid or online course **before** submitting this form.*
2. Fill out the SmartSheet and submit draft of completed Form 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 once the hard copy has arrived from the faculty developer.
5. Obtain the approved, signed hard copy of this DL Course Amendment Form from DLC. Educational Design Committee (EDC) may request a copy of minutes documenting approval. Obtain the following signatures on the form: Faculty Developer, Department Chair, Division Dean. Return to DL Coordinator, who will give form to EDC.
6. 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.
7. 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://webcms.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 hybrid. Online courses have no required on-campus meetings and hybrid courses have at least one required on-campus 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)
- 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
- 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 effective contact 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 effective contact between instructor and students, **and** among students, either synchronously or asynchronously... Regular effective contact 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,	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

	<p>telephone conversations and/or face-to-face contact, either during office hours or at face-to-face meetings.</p> <p>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.</p> <p>Responses will be made in a timely manner as defined in the course syllabus.</p>	<p>relationships between students and the professor.</p> <p>The encouragement of regular student-to-instructor communication also increases student engagement, community and success.</p> <p>Prompt responses to students' questions will help to support students in their online experience and show professor presence.</p>
CO Course Orientation	<p><i>Online:</i> Students participate in online orientation activities which may include some of the following activities:</p> <ul style="list-style-type: none"> • Discussion forum introductions • Syllabus quiz • Online readiness activities • Learning management system (LMS) tutorials and support <p><i>Hybrid:</i> Similar activities to the online course orientation with face-to-face options may take place at the on-campus course orientation.</p>	<p>Orientation activities introduce students to the course, the professor and to their classmates.</p> <p>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 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</p>

		<p>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	Exams may be given covering cumulative sections of the course content, e.g. midterm and final exam	Exams cover more content than quizzes and assess understanding and application of course content.
F2F Face to Face	<p><i>If scheduled as hybrid:</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 • Demonstrations • Student presentations • Group work <p>If hybrid, regular and effective contact (REC) must be ensured for the online component of the course.</p>	<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>
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</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>

	LMS, or at scheduled F2F meeting if the course is hybrid. Grades will be posted in the LMS.	
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 hybrid 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	Regular quizzes may be assigned in the course. Quizzes may be completed via the LMS, in the classroom (if hybrid), or at DSPS as appropriate. Quizzes may include various types of questions such as true/false, multiple choice, short answer and essay-style. Quiz dates, available credit, and instructions will be posted in the LMS.	Quizzes are aimed at improving student understanding and knowledge of the course content. Quizzes are given to check for student learning of course materials before proceeding to the next learning module. Quizzes provide the student with timely feedback on their progress in the course. Quizzes also encourage students to keep with the pace of the course and emphasize the value of the HA and DF assignments.
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	If used, the department will check that all online components of the publisher materials are accessible, including audio and visual components. PM will be integrated into the LMS to ensure authentication.	Publisher materials may offer supplemental learning activities to students. 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.
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.	Study Guides provide students with the focus of the exam material and allow students to adequately prepare for the upcoming exam. Study Guides also allow students to ask questions which may contribute to professor-to-student interaction.
TR Textbook Readings	<p>Students will read the assigned textbook 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 Effective Contact" in the course is required by state and federal regulations. **For courses with a Lab, contact the DL Coordinator.**

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 Black Studies - The birth of Black Studies and major paradigms of the discipline	Course Orientation Introduction to the LMS Introduction activities Introductory Video/overview of Black Studies Origins and group work based on video	CO, AN, LO CM, HA AU/VI GW LEC	2.0 2.0 1.0 1.0 1.0 2.0 TOTAL: 9.0
2	- Concepts central to Black Studies, including but not limited to: Race, racialization, anti-Black racism, captivity, enslavement, racial capitalism, colonization, African diaspora, Ethnocentrism, Eurocentrism, white supremacy, and power, equity and anti-racism, agency, resistance, resilience, liberation, self-determination, and decolonization	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR LEC HA DF GW AN, CM, LO	0.5 2.0 1.0 3.0 2.0 1.0 0.5 TOTAL: 10.0
3	- The Black experience in the U.S.: A historical overview - (1) African Origins, (2) Trans- Atlantic Slave Trade, (3) Enslavement	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR LEC HA DF GW AN, CM, LO	0.5 2.0 1.0 3.0 2.0 1.0 0.5 TOTAL: 10.0
4	-The Black experience in the US (4) The Civil War and Reconstruction, (5) Jim Crow and the Dawn of Slavery's Afterlife	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class Students work with library resources to choose theme for research project	AU/VI TR LEC GW RP/EP SG AN, CM, LO	0.5 2.0 1.0 2.0 1.0 3.0 0.5 TOTAL: 10.0
5	-The Black experience in the US (6) The Great Migration,	Pre reading mini lecture for context	AN, CM, LO AU/VI TR	0.5 2.0 3.0

	(7) The Civil Rights Movement, and (8) Black Empowerment	Group divisions for group work Students read, identify key points, and prepare to present readings in class	LEC HA GW QZ	1.0 2.0 1.0 0.5 TOTAL: 10.0
6	- The development of Black social and political thought – Conservative and radical approaches (19th century to the 20th century)	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0
7	- Discourse on race and identity: definitions, historical patterns, and implications	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0
8	- Social and economic dimensions of the Black experience – (1) The family and related issues	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class Students utilize academic sources for research project	AU/VI TR LEC GW RP/EP SG AN, CM, LO	0.5 2.0 1.0 2.0 1.0 3.0 0.5 TOTAL: 10.0
9	- Social and economic dimensions of the Black experience (2) New Systems of Racial Inequality, (3) K-16 Education	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0
10	- Social and economic dimensions of the Black experience (4) Mass Incarceration and Police Terrorism	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0
11	-The Black political experience – Participation and Liberal, Conservative, and Radical approaches	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0

12	- Black artistic and cultural expression, media representation, and influence on popular culture	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class Students utilize academic sources for research project	AU/VI TR LEC GW RP/EP SG AN, CM, LO	0.5 2.0 1.0 2.0 1.0 3.0 0.5 TOTAL: 10.0
13	- Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of Black people, with particular focus on Black Feminist and Black Queer discourse	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL:9.0
14	- Theoretical frameworks for contextualizing and interrogating culture, race, racism, and power as it relates to Black people in the United States	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class	AU/VI TR HA GW LEC AN, CM, LO	0.5 2.0 3.0 2.0 1.0 0.5 TOTAL: 9.0
15	- New Directions for Black activists and Black intellectuals - Contemporary movements, challenges facing Black intellectuals, policy demands, and new forms of resistance	Pre reading mini lecture for context Group divisions for group work Students read, identify key points, and prepare to present readings in class Students present final research project Review for final exam	AU/VI TR LEC GW RP/EP SG AN, CM, LO	0.5 2.0 1.0 2.0 1.0 3.0 0.5 TOTAL: 10.0
16	Final exam	Final Exam	EX	2.5 TOTAL: 2.5

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 (42 USC §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 USC §794d)."

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) 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/>.

For additional mentoring on DL course design and development, take a DL-related Professional & Organizational Development (POD) workshop or contact the Distance Learning Coordinator or Assistant Distance Learning Coordinator.

Evaluations of DL Faculty

Distance Learning faculty are evaluated using different evaluation forms than faculty teaching traditional courses. The evaluation forms to be used in evaluating DL faculty are:

- Student Evaluation of Distance Learning Faculty (Form H.2.e STUDENT - DL)
- Classroom Visitation of Distance Learning Faculty (Form H.4.c CLASSROOM - DL)

Consult the current Faculty Agreement (contract) for these evaluation forms. Consult Distance Learning Committee web site (<http://www.mtsac.edu/dlc/>) for details on these evaluation processes.

Resources for DL Faculty and Students

Campus resources that are available for Distance Learning faculty and students are:

Distance Learning/Faculty Center for Learning Technology support:

- Distance Learning Program website – <http://www.mtsac.edu/distancelearning/>
- Dean, Library & Learning Resources – Meghan Chen, x5658, mchen@mtsac.edu
- Online Learning Resource Center (FCLT) - Bldg 6-262 – <http://www.mtsac.edu/fclt/>
- Distance Learning Coordinator – Bldg 6-262
- Assistant Distance Learning Coordinator – Bldg 6-262
- Distance Learning/Electronic Reference Librarian –
- Instructional Designer – Michelle Newhart, x5016, mmnewhart@mtsac.edu
- IT Help Desk – 909-274-4357 or HelpDesk@mtsac.edu

Faculty development resources:

- Professional & Organizational Development (POD) for learning management system training – <http://pod.mtsac.edu>
- MR Community course – <https://mtsac.mrooms.net/course/view.php?id=15>
- Skills & Pedagogy for Online Teaching (SPOT) – <http://www.mtsac.edu/distancelearning/spot.html/>

Student resources: Inclusion of student resources in DL courses (e.g., in syllabus, within learning management systems) shows our college's compliance with accreditation standards that require colleges to provide comparable student support services to students taking distance learning courses.

- Accessibility Resource Centers for Students (ACCESS) - <http://www.mtsac.edu/access/>
- Online Counseling - <https://my.mtsac.edu/OnlineCounseling/Welcome.aspx>
- Online Learning Readiness Surveys – <http://www.mtsac.edu/distancelearning/quiz/>
- Mt. SAC Library – <http://www.mtsac.edu/library/>
- Learning Assistance Center – <http://www.mtsac.edu/lac/>
 - Tutorial Services – <http://ts.mtsac.edu>
 - Online Tutoring <http://www.mtsac.edu/lac/tutoring.html>
 - Testing Center – Learning Assistance Center, Bldg 6 lower level
- Placement Tests (English, Reading, Math, Chemistry) – Student Services Building, Bldg 9B
<http://www.mtsac.edu/assessment/>

DISTANCE LEARNING COURSE AMENDMENT FORM
Verification of Approval

The following steps must be approved and signed in this order. It is the developer's responsibility to obtain an approval signature at each step of this process. Any questions, contact Meghan Chen, x5658.

Course: ____LCAS1____

1. Distance Learning Committee

DLC Co-chair Signature: _____ **Date** _____

DLC Co-chair, Dean, Library and Learning Resources

Signature: _____ **Date** _____

2. Faculty Developer

Note to Developer: Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. Developer understands that the content, rigor, interaction, authentication and accessibility of the DL course must adhere to various regulations in the development and delivery of the DL course.

Faculty Developer Signature: ____Aaron Salinger____
Date ____9/19/2022____

3. Department

Note to Department Chairs: Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. To check faculty eligibility to teach a DL course or to view Forms of approved DL courses, go to the DLC Home Page at <http://www.mtsac.edu/dlc/> and click on the Approved DL Courses link for a list of approved courses or DL Faculty link for a list of current approved DL faculty.

Chair Signature(s) ____Aaron Salinger____
Date ____9/19/2022____

4. Division

Note to Division Deans: Faculty must complete SPOT certification process before being assigned to teach a DL course. SPOT process is facilitated during Fall and Spring semesters only. To check faculty eligibility to teach a DL course or to view Forms of approved DL courses, go to the DLC Home page at: <http://www.mtsac.edu/dlc/> and click on Approved Courses link for a list of approved courses or DL Faculty link for a list of current approved DL faculty.

Division Signature _____ **Date** _____

5. Educational Design Committee

Note to EDC: Any modifications to this Form must be coordinated with the DLC. Notify DLC when this Form has been approved. See the DLC-initiated recommendation **Distance Learning Committee Recommendation - Procedure for Re-evaluating DL Modification Forms** for information on when a DL Form should be reviewed.

EDC Co-Chair Signature _____ **Date** _____

6. Date Received in Instruction Office _____