# **Mt. San Antonio College**

# **DISTANCE LEARNING COURSE AMENDMENT FORM –** Revised Fall 2018 Template

**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**

**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.
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. Make revisions as necessary. DLC review and approval of modifications are required.
4. Obtain the approved, signed hard copy of this DL Course Amendment Form from DLC to obtain approval from course developer’s Department. This formal approval should be reflected in department minutes. Educational Design Committee (EDC) may request a copy of minutes documenting approval. Obtain Department Chair’s signature on hard copy of Form.
5. Obtain the approved, signed hard copy of this DL Course Amendment Form from Department to obtain approval from course developer’s Division. Obtain Division approval on hard copy of Form.
6. Obtain the approved, signed hard copy of this DL Course Amendment Form from Division and submit to EDC for their review and approval.   
   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.
7. EDC will notify course developer when Form has been approved, or whether revisions are needed. EDC to 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.
8. 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 topics 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>. Click on the Public Access link, enter the existing course subjectand number, and click on the Search button. Then click on the course link created, in order to view your official course information. **If you have modified the course, use the Modified Course section found under Admin Access.**  Last approved/reviewed date of course information must not be more than 4 years old, or all course information must be officially reviewed and approved by Department, Division, Educational Design Committee, and Academic Senate before DL course adaptation occurs.

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 required on-campus meetings. 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 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, including those students with disabilities. A good design rule is to create course content using Universal Design Principles. If required audio and video course components are used in any course, they must be accessible. For information on Universal Design Principles or to obtain aid in developing accessible course materials, contact ACCESS (https://www.mtsac.edu/access/).

Some course measurable objectives may not be feasible in the DL mode, and the developer may then plan for a hybrid delivery instead of a fully online delivery mode. The Distance Learning Faculty Coordinator can offer suggestions for the adaptation of traditional course components for online delivery. 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
  + 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
* Interactive and relevant links to assignments or activities
* Content organized by themes or chunks of information (topics, chapters, weeks)
* Assessments

**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 “regular, effective contact between the student and instructor” are included in the design of the course.*

In order to approve a course for DL delivery with attention to 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 – please use 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

1. how the method will work (**Mechanics**)
2. 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 view of course material.  Audio files will have transcripts and video components will have closed captioning.  Examples of AU/VI components:   * Recorded lectures * Topic-related videos   Tutorials for example exercises and problems | AU/VI components help reinforce concepts and allow students multiple formats to view 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** | Online:  Students participate in online orientation activities which may include some of the following activities:   * Discussion forum introductions * Syllabus quiz * Online readiness activities * Learning management system (LMS) tutorials and support   Hybrid: Similar activities to the online course orientation with face-to-face options may take place at the on-campus course orientation. | 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 contributes to a student-centered learning environment.  Introductions made by students to an introduction forum allows the professor to also participate setting the stage for continued regular and effective contact throughout the course.  Syllabus quiz reinforces key aspects of the course.  Online readiness activities prepare students for the expectations of learning in an online mode.  LMS tutorials show students ways to request support while in the course and help navigating the LMS.  Course orientation activities allow the professor to identify no-shows. |
| **DF**  **Discussion Forum** | Regular discussion forums may be scheduled to offer students the opportunity to discuss course topics. | 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.  Discussion forums allow student-student contact and collaboration which builds workplace skills such as teamwork, cooperation, negotiation and consensus building.  Student-to-student interaction contributes to a student-centered learning environment.  Discussion forums also allow for professor-to-student contact where the professor actively participates in class discussions and provides feedback and guidance. |
| **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 check for understanding and application of course content. |
| **F2F**  **Face to Face** | If scheduled as hybrid:  Students will participate in F2F meetings as scheduled in the official Schedule of Classes and as determined appropriate by the department.  F2F meetings may include the following:   * Testing * Lectures * Demonstrations * Student presentations * Group work   If hybrid, regular and effective contact (REC) will be ensured for the online component of the course through regular instructor initiated contact, for example; announcements, grading feedback, participation in the discussion forums and individual contact. | 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.  F2F meetings will also provide students with a sense of community and college/program affiliation. |
| **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, 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** | Students may be required to submit a variety of homework assignments to complement LECs.  Examples of homework include:   * Homework * Worksheets * Journals * Portfolios   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 hybrid. Grades will be posted in the LMS. | 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.  HAs requiring research will require students to use the College Library databases and practice research skills. |
| **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 chapter 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 audio and visual components of the publisher materials are accessible.  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** | 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.  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. | Textbook readings are assigned to work in conjunction with HAs, QZs, LECs and DFs.  Textbook readings provide the foundation of content in the course. |
| **LAB**  **Laboratory** | Hands-on 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. |
| **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. |
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**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.**

**Table 2. DL Course Weekly Schedule of Activities**

**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 the LMS  Introduction activities | Course Orientation  Introduction to the LMS  Introduction activities  Videos | CO  AN  DF  TR, LO, PM  CM  LEC/F2F  VI | 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 |  |  |  |
| 3 |  |  |  |  |
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| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |
| 16 | Final exam | Final Exam | EX | 2.5  TOTAL: 2.5 |

##### 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. Prerequisites for SPOT include completion of Basics training for LMS use and active use of Mt. SAC email. The SPOT process is facilitated during Fall and Spring semesters only. 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](mailto: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.eduail](mailto:mmnewhart@mtsac.eduail)
* IT Help Desk – 909-274-4357 or [HelpDesk@mtsac.edu](mailto: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 (formerly known as DSPS) -<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 signedin 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: \_\_\_\_\_\_\_\_\_**

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

**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)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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/*](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** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_