

Mt. San Antonio College
DISTANCE LEARNING COURSE AMENDMENT FORM

Comments:

Faculty Developer:

Full Course Title:

Subject/Course Number:

Department:

Units (credit/mirrored noncredit)/Hours (Noncredit):

Is this course already DLC-approved for distance learning? Yes ☐ No ☐

- If Yes, year of last DL Form: _____
Not sure if the course already has a form? Check [Approved DL Amendment Forms](#).

Has DL been approved at Dept. meeting? Yes ☐

Attach department minutes showing approval of DL. Include for all submissions.

Note that some online labs are not accepted for transfer. During the department approval process, please be sure to discuss this issue.

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

☐ Fully Online and/or Partially Online/Hybrid

☐ Partially Online/Hybrid only

☐ Lecture Online, Lab In-Person

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.

FOMA (Fully Online by Mutual Agreement)

☐ If this box is checked, the course is to be offered online only in the event of an emergency. Do not check this box if either of the above modalities have been checked.

Regulations Pertaining to Distance Learning Amendment Forms

5 CCR § 55202. Course Quality Standards.

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

5 CCR § 55204. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

(b) "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- (1) Providing direct instruction;
- (2) Assessing or providing feedback on a student's coursework;
- (3) Providing information or responding to questions about the content of a course or competency;
- (4) Facilitating a group discussion regarding the content of a course or competency; or
- (5) Other instructional activities approved by the institution's or program's accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:

(1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

(2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

(1) The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and

(2) The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

5 CCR § 55206. Separate Course Approval.

(a) If any portion of the instruction in a new or existing course is to be provided through distance education, the course outline of record or an addendum to the official course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in section 55204.

(b) The course design and all course materials must be accessible to every student, including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

In this form, the faculty developer will indicate:

- Pedagogical methods that will be used to meet course outcomes in on online format
- Methods of meeting regular and substantive interaction
- Methods of meeting accessibility requirements

Achieving Course Outcomes in This DL Course

This course will meet course outcomes by using the following instructional methods and resources to introduce, reinforce, and assess course measurable objectives. *Place a checkmark next to each item the course **may** use to achieve course outcomes.*

Content provision

- ☐ Access to eBooks or Open Educational Resources (OER)
- ☐ Websites, library databases, and other accessible online resources
- ☐ Regular content-based interaction between instructor and students and among students to support learning

Asynchronous methods

- ☐ Instructional content pages with text, images, and/or graphics
- ☐ Instructor-created videos delivered asynchronously
- ☐ Other curated videos delivered asynchronously
- ☐ Apps or interactive LTIs (such as PlayPosit, Perusall, etc.)
- ☐ Asynchronous collaborative learning activities such as discussions, group projects, peer review, or other collaborations
- ☐ Individualized learning activities such as projects, essays, reports, and self-assessments

Synchronous methods

- ☐ Synchronously delivered lectures
- ☐ Synchronous learning activities such as breakout groups, demonstrations, speeches, lab exercises, collaborative document creation, etc., where a student's visible presence on camera may or may not be required

Assessments and feedback

- ☐ Formative assessments (low stakes, ongoing)
- ☐ Summative assessments to evaluate student learning and objective achievement
- ☐ Frequent assessments with feedback to help students gauge progress
- ☐ Rubrics or descriptive criteria for desired outcomes
- ☐ Other. Please specify _____

Does this course include an online lab component?

- ☐ No
- ☐ Yes.

If yes, describe how the lab will be run online and how course measurable objectives will be met.

- Indicate online lab modality. Check all that apply.
 - ☐ Synchronous
 - ☐ Asynchronous
- Indicate all methods of lab instruction.
 - ☐ Competencies
 - ☐ Experiments using materials found at home
 - ☐ Field trips
 - ☐ Lab manuals
 - ☐ Kits
 - ☐ Simulations
 - ☐ Other. Please describe.

Achieving Regular and Substantive Interaction (RSI) in This DL Course

Course Orientation and Onboarding

To improve the student experience, online courses must incorporate an orientation. At minimum, orientation should include:

- A description of the course No Show Requirements and activities to gauge student attendance in the first three days of class.
- Student services and technological resources for online students.
- A description of faculty communication including faculty contact information, response times, and methods of contact including the Learning Management System (LMS) and others (such as Pronto or email).

Check to agree.

☐ **The course will include a course orientation which includes No Show procedures, student resources, and faculty communication description.**

Regular Substantive Interaction (RSI) between Faculty and Students

RSI is a federal and state requirement, and arguably the most important goal of course delivery. *Place a checkmark next to each item the course **may** use to achieve RSI.*

Required:

☐ Monitoring student academic engagement and success and promptly and proactively engaging in substantive interaction with a student when needed, through Early Alert, Canvas Message Student feature, or other feature.

Choose *at least two* of the following:

- ☐ Holding online synchronous class meetings, online supplemental group study or review sessions, video conferences, or Chat offered on a predictable and scheduled basis.
- ☐ Assessing and providing substantive feedback through embedded rubrics, feedback comments, videos, or audio files.
- ☐ Providing information or responding to questions about course content through communication using LMS tools, external apps, email, phone, and/or in-person meetings such as office hours.
- ☐ Discussion facilitation.
- ☐ Other methods approved by the institution's or program's accrediting agency.

Evidence of Student-to-Student Facilitation if applicable

Student interaction reduces isolation and enhances the student experience online. California law requires that "among student" interaction be encouraged if applicable.

Does the in-person version of this course include student interaction?

- ☐ No
- ☐ Yes

If yes, place a checkmark next to each item the online course **may use to facilitate student interaction.**

- ☐ Discussion forums with required replies
- ☐ Collaborations, peer reviews, wikis, or other group assignments
- ☐ Breakout rooms in synchronous online classes
- ☐ Student-student communication related to the course
- ☐ Other. Describe:

Accessibility Checklist

The faculty member is responsible for ensuring that DL courses meet requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973. Faculty can use a variety of tools to ensure accessibility.

*Place a checkmark next to **each item** to demonstrate you understand that all DL courses must follow all 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.](#)
- ☐ **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. Auto-captioning is not accurate enough for instructional purposes. 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](#)

FOR DLC USE ONLY

Date approved by DLC: