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

Course Title:  

Child Development

Prefix/Number  

SOC 15

Developer  

Dawn Howey  

Date:  10/25/05

Department  

Sociology

Course Content:
Course content of this Distance Learning course must match the approved curricula (course topics, measurable objectives) for the regular course, currently on file. The faculty member submitting this amendment and his/her Department are responsible for reviewing the Distance Learning course content to see if the course outline and measurable objectives may be achieved in the Distance Learning mode selected. To achieve this match, obtain a copy from ICCIS of the current curriculum for the regular course (or create a new curriculum for a new course). Attach that information to this document. In addition, all distance learning course content must be accessible to students with disabilities. For aid in developing accessible course materials, contact Disabled Students Programs and Services.

Delivery:
Any Mt. SAC course that replaces seat time with online learning must have this Form completed and approved. The State of California defines a Distance Learning course as one in which the student's seat time has been replaced at least 51% of the time by distance learning. Mt. SAC's distance learning courses (online and hybrid) are courses that have regularly scheduled replacement of seat time, and are published accordingly in each Mt. SAC Schedule. What percentage of seat time will be replaced by distance learning in this course?

Anywhere from 51-99% (online & Hybrid Versions)

Meet with the Online Learning Faculty Mentor (x6614) in order to begin the process of adapting traditional course components for online delivery. Some measurable objectives may not be feasible in the DL mode, and the developer may then plan for a hybrid delivery instead of a strictly online delivery mode. Use the tables provided in Supplemental Information on the Methods of Instruction and the Course Weekly Schedule of Activities below to begin the transformation to online learning components and their delivery. Also, begin development of a course web site to deliver the course materials to students. After the course web site is developed, the new course delivery and web site can be presented to the department for their approval.

Course Information:
Develop a course web site for your distance learning students to use during the course. If you need help in creating web pages, contact the Online Learning Support Center at x5016 or the Online Learning Faculty Mentor (x6614) for assistance. A well-developed course web site should include:

- Course outline (of record)
- Learning objectives/outcomes
- Syllabus
  - Schedule of weekly activities(assignments and deadlines)
  - Instructor contact information
Grading policy
- Attendance policy
- Make-up policy for missed work
- Campus policies – add/drop, academic dishonesty, repeating courses
- Departmental intervention plan for repeating of courses

FAQs
- Student and instructor expectations
- Accommodations for disabled students
- A variety of web-based learning materials
- Discussion forum (within or out of course web site)
- Interactive and relevant links to assignments or activities
- Site map
- Course web site organized around themes or chunks of information

Course web site address:  
[http://elearn.mtsac.edu/dhowey/soc15](http://elearn.mtsac.edu/dhowey/soc15)

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Library & Learning Resources, x5658)

**Student – Instructor Contact:**

Title 5 Regulations, and the California Board of Governors for the California Community Colleges, require that course quality standards are met (same as applied to traditional courses) and that regular, effective contact between the student and instructor are included in the design of the course. Please complete the following **Supplemental Information on the Methods of Instruction** and the **Course Weekly Schedule of Activities**, being as descriptive and specific as possible.

**Past Training and Certification:**

- Web design workshops: ( Mt. SAC √ Frontpage ___ √ Blackboard)
- Course management training: ( Mt. SAC Other Mc-Graw-Hill Pageout, Blackboard)
- Online courses: ( √ Mt. SAC)
- *Date of Certification for online teaching (required): **March 2005**
- Other experience: **online courses taught at Barstow Community College; Chaffey College**

Do you have a computer that you will use to manage this course? Yes √ No ______

If yes, tell us about your computer: PC √ Mac ___ Year ______ Mt. SAC √ Yours √

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

_____ Computer _____ Printer _____ FAX _____ Other__________

Software _UPDATES_
Course Management and Tools:
How will your course be delivered, managed, and maintained?

√ FrontPage Web on Mt. SAC server  _____ Web pages on another server

_____ WebCT  __√ Blackboard

_____ eCollege  √ Other: Publisher-generated site: Mc-Graw-Hill Pageout

Instructional Design:
Some questions to consider, in the design of your course:

1. How will interaction(s) with the instructor and among the students be accomplished?

Interactions between instructor and students will be handled via email, discussion forums, telephone contact, and face to face meetings. Interactions between students will take place via email, discussion forums, and live chats.

2. What will make this interaction effective?

This course will include weekly participation in discussion forums as well as weekly email communication with instructor. Instructor will monitor and participate in discussion forums to establish and maintain student-instructor continuity. Students will be required to communicate weekly with both instructor as well as other students. Instructor will post help topics at course website for specific questions or concerns on the part of students. Students will be responded to within a 48 hour time period.

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

In an online course, regular contact is a necessity. Students who choose to procrastinate or not engage in course website on at least a weekly basis will encounter problems. Instructor will post weekly announcements to remind students of assignments due and of any changes to syllabus. Instructor will monitor student’s progress and respond to any student who seems to be falling behind. Instructor will email students who miss work, and well as post ongoing grades to an online gradebook for students to view.

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

Students will have access to lecture notes, study guides, online quizzes, and relevant websites to supplement the course. Students will be encouraged to form study groups that either meet face to face, or group together via chat rooms or email. Students will be given a Frequently Asked Questions page as well as a HELP topic at discussion board to alleviate any potential concerns. Instructor will hold “online” office hours each week for the availability of students. Students will have the ability to access the course website for reminders of assignments, upcoming assignments due and announcements pertaining to the course. Study guides and online lectures will enhance the reading of textbook and provide for further clarification of key topics/concepts in course.
5. How will you handle assessments (exams, quizzes, etc.)?

All quizzes, exams, etc. will be taken online through a link to a publisher-generated website. Assessments are open for a specific period outlined on course syllabus as well as course website. Students will have the benefit of automatic grading to determine their scores. Instructor will provide study guides for assessments and will monitor student progress through a gradebook option at course website. Students will be required to set up an account with a unique username and password. Students will be advised to contact instructor for lost or forgotten passwords. Instructor will respond to this request within 48 hours.

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

Students will be required to maintain weekly contact with both instructor and fellow students. Students who are in need of special attention are encouraged to contact instructor and if necessary, the disabled student services. Links to student services will be found at course website. Instructor guarantees that students will receive a response within 48 hours.

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

Instructor will monitor discussion board for any potential concerns and will address them both directly (through email, telephone, or face-to-face meeting) and/or indirectly (through FAQ’s portion of website and HELP section of discussion forum). Students will be asked to complete an “exit interview” in which they respond to specific questions regarding the course, and well as suggestions for future courses. Instructor will examine these interviews at the close of each semester for possible course improvements. Effectiveness of the course will also be monitored through course exams, assignments, retention, and student responses. Measurable Objectives for Soc 15 include: explaining child development terminology; recognizing motor development and detecting possible weaknesses that need special attention; and applying the knowledge of theories to the actual development of educational programs. Students will be assessed on these objectives at the close of the semester.

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

All media is text-based with the exception of movies which are available with closed-captioning. All pictures at course website have alternative text descriptions tagged with the description of the picture. A link for DSP & S is available at course website.
Mt. SAC Student Resources:
What campus resources will you or your students need for this Distance Learning course?

√ SOLAR: Skills for Online Learning – Assessment of Readiness
   (http://elearn.mtsac.edu/olsc/readiness)

√ Learning Resources (Library – http://library.mtsac.edu)

√ LTC/Learning Assistance Center (tutoring – http://ts.mtsac.edu)

_____ Placement/Assessments (English, Math, Chemistry, etc.)

√ DSP & S accessibility adaptation

_____ Other ________________________________________________

Future Support and Certification Needed:
What additional training or technical support will be needed to create this Distance Learning course?

Updates and upgrades

Course Management training and help with moving site to new CMS system if adopted.

To start the certification process for online teaching, contact the Online Learning Faculty Mentor at x6614.
Supplemental Information on the Methods of Instruction in a Distance Learning Course

Please use the table below to describe each method of instruction/learning that is to be used in this Distance Learning course. Use a unique abbreviation for each method or activity, that later can be placed in the **Course Weekly Schedule of Activities** (following this table). Provide a detailed description of each method or activity, and clearly explain how a student will use this method. Also, indicate whether this activity is an active or passive learning method for the student. An example is provided. **This information will become a part of the official course information, so include all methods that may be used.**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Detailed description of method/activity</th>
<th>Active or Passive? (A or P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DF</td>
<td>Discussion Forum – Questions from the instructor will be posted in a Discussion Forum in the course web site. Students will be directed in their weekly schedule of activities in the course web site to the Discussion Forum questions, where there will be instructions for creating and posting an original message and a reply to at least one other student’s original posting. Instructions will include the suggested topic(s), research and reflection required before posting the original message, expected length of message, posting deadline, amount of credit for the posting, and instructions regarding late or missed postings.</td>
<td>A</td>
</tr>
<tr>
<td>PP</td>
<td>Power Point Lecture Slides – Information will be given on Power Point files that students can read for information regarding a variety of projects, activities and concepts.</td>
<td>P</td>
</tr>
<tr>
<td>WD</td>
<td>Word Document Files—containing lectures, informative handouts, study guides will be linked to the course website to e downloaded as students need them.</td>
<td>P</td>
</tr>
<tr>
<td>EM</td>
<td>E-mail communication—Student assignments will be submitted to instructor via email as an attachment. Instructor will maintain weekly contact with students via email.</td>
<td>A</td>
</tr>
<tr>
<td>Q</td>
<td>Quizzes—students will take bi-weekly quizzes based on assigned reading material. The quizzes are provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the quizzes. The quizzes consist of multiple choice questions based on assigned reading material. After selecting the answer for each question, students submit their quizzes, and then immediately receive feedback regarding their answers. The course web site provides a schedule of quizzes and all necessary information.</td>
<td>A</td>
</tr>
<tr>
<td>X</td>
<td>Exams—a midterm and a final exam will be provided on the textbook publisher’s web site. The course web site provides a link to publisher site to take the quizzes. The quizzes consist of essay-type questions based on assigned reading material. If there is any information that is not accessible to students, the instructor will provide students with an alternative mode of assessment.</td>
<td>A</td>
</tr>
<tr>
<td>V</td>
<td>Videos – The Media Services Center has several videos that complement our textbook. The online students are welcome to watch these in the Media Services Center. The class web site contains information regarding the necessity of viewing selected videos.</td>
<td>P</td>
</tr>
<tr>
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<tr>
<td>--------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>I</td>
<td><strong>Instructor Contact</strong>—online students are welcomed and encouraged to contact the instructor at any time regarding the class. This is usually done via email, however office visits and scheduled appointments are also welcomed. Instructor office hours and email address is posted on course website and also in course syllabus. Instructor will maintain “online” office hours each week.</td>
<td>A</td>
</tr>
<tr>
<td>R</td>
<td><strong>Reading textbook</strong>—Students will read the textbook according to the schedule contained in the syllabus and posted on the course web site. Any modifications to the reading schedule will be posted as an announcement to course web site. Students will also be required to read online lectures provided at course website by instructor.</td>
<td>P</td>
</tr>
<tr>
<td>AN</td>
<td><strong>Announcements</strong>—Class announcements will be posted on the announcements page of the web site. The announcements will include reminders of deadlines; details regarding exams, assignments, and papers; clarification of assignments if necessary, and grading information.</td>
<td>P</td>
</tr>
<tr>
<td>M</td>
<td><strong>Mandatory Orientation</strong>—Students must attend a 1 to 2 hour orientation, on campus, in a computer classroom, during which the instructor will orient the students to the class. The orientation will include taking going over the syllabus, both hard copy and online, a complete tour of the class web site, distribution of the first brief, answering of student questions, attendance, and adding of new students. This is a mandatory meeting.</td>
<td>A</td>
</tr>
<tr>
<td>EX</td>
<td><strong>Exercises</strong>—various exercises will be assigned to give students further study and knowledge of particular subjects presented in text. Students will be given specific instructions and web links if necessary to complete these exercises. Student may obtain clarification via the discussion board or by e-mailing instructor directly. Completed assignments are submitted by email or web form, and the instructor will provide feedback via email.</td>
<td>A</td>
</tr>
<tr>
<td>L</td>
<td><strong>Lecture</strong>— Reading textbook in accordance with class schedule posted online and in class syllabus. Visiting chapter PowerPoint slides provided on textbook CD and also posted free on publisher’s web site. Using other feature present on textbook CD: chapter outlines, mini-videos, practice tests; taking online quizzes.</td>
<td>A/P</td>
</tr>
<tr>
<td>C</td>
<td><strong>Classmate contact</strong> — Online students are encouraged to contact each other in order to help each other learn the material and succeed in the course (without cheating). Their first-week introductions, along with their email addresses, are posted on the Student Groups/Introductions page to facilitate student contact. In the mandatory orientation the students are instructed to exchange names, phone numbers, and email addresses (and a form is provided for this purpose). Several assignments are to be done in groups (see above).</td>
<td>A</td>
</tr>
<tr>
<td>F2F</td>
<td><strong>Face to Face meeting time</strong>— This is to provide students with F2F meeting times. Instructor will provide materials and information needed for successful completion of assignments. Test will be given. Progress will be monitored.</td>
<td>A</td>
</tr>
<tr>
<td>WA</td>
<td><strong>Writing Applications/ Job research:</strong> Students will be required to do a set of occupational writing assignments that can be researched on the web, or observations of children at various stages in the life cycle. Each assignment will be related to that student’s specific field so that it will be relevant to that student’s area of study. Assignments will be submitted as an attachment to an email message, and feedback will be given by the instructor via email to each individual student.</td>
<td>A</td>
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<tr>
<td>L</td>
<td>Listserv: Weekly reminders and announcements will be distributed through the listserv. Student will need to check regularly.</td>
<td>A</td>
</tr>
</tbody>
</table>
## Course Weekly Schedule of Activities

Enter the information from ICCIS, the traditional method of course content delivery, and the abbreviations used from the above table on the DL course delivery in the appropriate box below. Estimate a student’s time on task expected for each activity listed.

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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Review syllabus, add/drop students, introduce course, lecture, assignments, in-class student discussions.</td>
<td>I, R, AN, M, F2F, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td></td>
<td>Introduction to Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Perspectives on Child Development</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams, videos</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM, Q</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>3</td>
<td>Theories of Child Development</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams, videos</td>
<td>I, R, AN, L, DF, PP, WD, EM, Q, V</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>4</td>
<td>Biological Process and Genetics</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams, videos</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>5</td>
<td>Physical Development</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos</td>
<td>I, R, AN, L, DF, PP, WD, EM, X</td>
<td>9 hrs.</td>
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<tr>
<td>6</td>
<td>Sensory and Perceptual Development</td>
<td><strong>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos.</strong></td>
<td>I, R, AN, EX, L, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>7</td>
<td>Learning</td>
<td><strong>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos.</strong></td>
<td>I, R, AN, L, DF, PP, WD, EM, Q</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>8</td>
<td>Cognitive Development</td>
<td><strong>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos.</strong></td>
<td>I, R, AN, EX, L, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>9</td>
<td>Information Processing</td>
<td><strong>Review for midterm, reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, midterm exam.</strong></td>
<td>I, R, AN, L, DF, PP, WD, EM, X</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>10</td>
<td>Language Development</td>
<td><strong>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations.</strong></td>
<td>I, R, AN, EX, L, DF, PP, WD, EM, V</td>
<td>9 hrs.</td>
</tr>
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# Course Weekly Schedule of Activities

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<tr>
<td>11</td>
<td>Intelligence</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations</td>
<td>I, R, AN, L, DF, PP, WD, EM, Q</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>12</td>
<td>The Socialization Process</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>13</td>
<td>The Family</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM, V</td>
<td>12 hrs.</td>
</tr>
<tr>
<td>14</td>
<td>Peers, Play, School and the Media</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>15</td>
<td>Personality and the Development of the Self</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations</td>
<td>I, R, AN, L, DF, PP, WD, EM, Q</td>
<td>9 hrs.</td>
</tr>
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<tbody>
<tr>
<td>16</td>
<td>Sex Role Development</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM, Q, X</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>17</td>
<td>Moral Development</td>
<td>Reading textbook, lecture, assignments, in-class student discussions, exams quizzes, videos, student presentations, or etc.</td>
<td>I, R, AN, EX, L, DF, PP, WD, EM, V</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>18</td>
<td>Final Examination</td>
<td>Final Exam/Papers</td>
<td>I, AN, WD, EM, X</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>
DISTANCE LEARNING COURSE AMENDMENT FORM

Verification of Process

The following steps must be signed and approved in this order.

1. Distance Learning Team (faculty from Distance Learning Committee / OLFM)

   Date: ____________________
   Signature: ____________________
   Recommendations: ____________________________________________________________
   ____________________________________________________________

2. Presentation to Department

   Department: ____________________
   Approval_______ Denial_______ Date______________
   Signature(s): ____________________
   Recommendations: ____________________________________________________________
   ____________________________________________________________

3. Division

   Approval_______ Denial_______ Date______________
   Div. Dean Signature: ____________________
   Reason for denial: ____________________________________________________________

4. Educational Design Cmte: Approval_______ Denial_______ Date______________

   EDC Co-Chair Signature: ____________________
   Reason for denial: ____________________________________________________________

5. Date Received in Instruction Office: ____________________