

Mt. San Antonio College

DISTANCE LEARNING COURSE AMENDMENT FORM

Course Title: Mass Media and Society

Subject/ Course Number: JOUR 100

Course Approval/ Review Date: June 7, 2011

Faculty Developer: Gina DePaola

Date: May 23, 2011

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Department English, Literature, and Journalism Department

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 Distance Learning Course Amendment Form at <http://elearn.mtsac.edu/olsc/dstlearn/> .
2. Submit draft of completed Form to the Online Learning Faculty Coordinator for review and feedback. Make revisions as necessary. Coordinator to submit revised draft to DLC for subsequent review and revision until approval is granted. Hard copy of approved Form will be sent to course developer for further approval steps.
Modifications to the DLC-approved Form are not allowed without notifying DLC of those modifications.
3. Obtain the approved, signed hard copy of this DL Course Amendment Form from DLC to obtain approval from course developer's Department. Obtain Department Chair's signature on hard copy of Form.
4. Obtain the approved, signed hard copy of this DL Course Amendment Form from Department to obtain approval from course developer's Division Dean. Obtain Dean's signature on hard copy of Form.
5. Obtain the approved, signed hard copy of this DL Course Amendment Form from Division and submit to Educational Design Committee (EDC) for their review and approval.
6. 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. EDC-approved DL Forms may be found at <http://elearn.mtsac.edu/olsc/dstlearn/> .
7. EDC submits approval information to 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 Web CMS at <http://webcms.mtsac.edu/webcms>. Click on the Public Access link, enter the existing course subject and number, and click on the Search button. Then click on the course link created, in order to view your official course information. 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, and Educational Design Committee 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 Banner-authenticated processes, which requires the use of a Mt. SAC-approved course management system (i.e. Blackboard or Course Studio) 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 should be captioned, or at minimum, a transcript posted. For information on Universal Design Principles or to obtain aid in developing accessible course materials, contact Disabled Students Programs and Services.

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 Online 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
 - Schedule of activities (assignments and deadlines)
 - Instructor 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)
- Frequently Asked Questions (FAQs)
- Student and instructor 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
- Discussion forum
- 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, it is necessary for the faculty developer of the DL course to describe each envisioned component and delivery method of the DL course. Please complete the following table, being as descriptive and specific as possible about the **Mechanics** and **Pedagogy** envisioned for each component and delivery. For any online assignment that is in purely audio or video format, include information on the alternative learning modes that will also be available to disabled students. 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).
Some examples of abbreviations that can be used in the table are:
 - A = Announcements
 - AU = Audio components
 - C = Communication between Professor and students (office hours, email, phone, other)
 - CO = Course Orientation (first contact by professor + orientation to DL course)
 - DF = Discussion Forum
 - E = Essay papers
 - F2F = on-campus classroom meetings/activities (for hybrid courses or course orientation meetings)
 - G = Group work
 - H = Homework assignments
 - LA = Lab activities
 - LEC = Lecture content delivery (written notes, PowerPoint presentations, outline)
 - PA = Practice Assessments
 - PM = Publisher’s provided materials
 - Q = Quizzes
 - R = Research papers or projects
 - S = Study guides or sessions
 - T = Tests
 - TR = Textbook Readings
 - VI = Video components
 - Other short abbreviations may be used if not found on this list
2. how the method will work (**Mechanics**)
 - how the method’s interaction is initiated (by professor or student) – give specifics of assignments, if necessary for clarification
 - how the activity is conducted (by the student alone, with other students, or with the professor), and how submitted to the professor
 - how feedback (grade or comments) are given to the student at the end of each activity
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?)
OR	ORIENTATION MEETING: This meeting is mandatory; it will allow students to physically meet the professor. Also, students will learn how to access and navigate the Web page. Students will be given hard copies of the various Web page materials. I.e., The syllabus, semester schedule, etc... Failure to attend may result in being dropped.	ORIENTATION MEETING: Students will learn how to access, navigate, and use the class Web page, along with reviewing other resources. This will help students to understand what is expected of them for a passing or higher grade.
TXB	TEXTBOOK READING: Students will be assigned weekly readings about the various types of mass mediums, along with such related issues as media law, ethics, etc... Students will be given a hard copy of the course schedule at the orientation with weekly readings noted. An online copy will be posted. Plus, there will be a weekly email reminding students of the week's upcoming tasks.	TEXTBOOK READING ASSIGNMENTS: Regular reading of the textbook will familiarize students with the mass media in terms of history, economics, past and current trends, law, and ethics.
PQ	PRACTICE QUIZZES: Optional practice quizzes will be posted weekly on the Web page. The quizzes will consist of a random sequence of multiple-choice questions and posted short answer-questions. Both types of questions will be based upon textbook readings and posted lectures. A short answer key will be posted near the end of each week, while students will be able to input multiple choice-answers online as many times as they wish.	PRACTICE QUIZZES: The optional practice quizzes will help students to become familiar with the assigned readings and posted lectures. The practice quizzes will help students discover which areas they need to study further for the semester's larger exams.
Q	QUIZZES: A minimum of four quizzes will be given. The quizzes will follow the format of the practice quizzes, although each one will contain more than one chapter of material. The quizzes will be taken at the LAC. There will be a link on the class Web page for the LAC's hours and location. Using the LAC will allow students flexibility.	QUIZZES: The quizzes will help students to stay-on-track with their assigned readings and with following posted lectures. The quizzes will also mimic the format of midterms and the final, thus, helping them to prepare for the bigger exams.
LEC	LECTURE NOTES: The professor will create content material about the mass mediums examined in Journalism 100, along with related issues in media law and ethics. Text, photos/graphics, and some sound will be used via a collection of PowerPoint presentations. Graphics will have alternative text tags attached, sound will have an attached script for accessibility.	LECTURE NOTES: The lecture notes will elaborate further on the text and go beyond it by discussing current related issues in the mass media.
DF	DISCUSSION FORUM: The professor will post discussion questions related to the assigned readings and/or posted lecture notes. One or more of the student's lowest discussion forum scores may be dropped. The semester schedule will note when the discussions will begin during the week and then conclude. However, reminders via a Web page announcement will be given. A handout will be posted as to the length, the grading standards, etc... A copy of that handout will also be given at the orientation. All of the questions will be posted by the semester's start. However, since the DFs will be tied to textbook and/or lecture notes, students are to read the appropriate chapter and/or lecture notes before responding to a particular post.	DISCUSSION FORUM: The point of the DFs will be to develop sound critical thinking about the sorts of mass media usage taught in Journalism 100, as well as consumed by students in their daily lives. I.e., Television, films, digital media, etc... Posted comments must be original and not repeats of what other students have written, nor may DF posts be from material found on Wikipedia, etc... Each DF should be cleanly written since this is a journalism course with a pre-req of English 1A with at least a C. Again, this will help students to critically evaluate the mass media and to write more cleanly and succinctly.
S	STUDY GUIDES: Study guides with some sample questions will be posted, but there also will be optional on-campus study sessions for the midterms and final exam. (There will be two midterms that will mock the format of the quizzes, although both will be much longer than a quiz. The final will follow the same format).	STUDY GUIDES: Study guides and on-campus reviews will help students prepare for the longer exams. Students will discover from these guides and on-campus reviews which areas where additional study preparation is needed.
EM	EMAIL: Students will submit work, except for discussion postings, via email attachments.	EMAIL: The professor will confirm receipt of emails and attachments within a reasonable time frame, as listed in the syllabus. The professor will return work to students via emails and attachments with comments and grades. This will help students to stay abreast of their progress and to know their academic standing.

IC	INSTRUCTOR CONTACT: The professor and students will communicate through email, although face-to-face meetings and Voice Mail are options.	INSTRUCTOR CONTACT: This will help the students and professor to remain in weekly (or more frequent) contact.
RP	RESEARCH PROJECTS OR PAPERS: The professor has the option of assigning a semester-long project involving mass media usage and analysis or a traditional research paper or a series of short essays.	RESEARCH PROJECTS OR PAPERS: This will help students to become more analytical users of the mass media, along with stimulating their critical thinking skills and refining their writing skills.
T	TESTS: The midterms and a final exam will be given at the LAC. There will be a link on the class Web page for the LAC's hours and location. Using the LAC will allow students flexibility.	TESTS: Exams will help students test their knowledge of course concepts.
VC	VIDEO COMPONENTS: The Mt. SAC Library has a number of videos that complement the course material. Students may watch the videos in the Media Services Center off of the Library. (There is closed captioning on each film).	VIDEO COMPONENTS: The use of videos with closed captioning will provide students with visual and audio reinforcements of course concepts, especially for visual and audio learners.
AN	ASSIGNMENTS: The professor has the option of assigning weekly or periodic assignments regarding text concepts.	ASSIGNMENTS: This will help students to better master and apply text concepts.

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.

Table 2. DL Course Weekly Schedule of Activities

All methods listed in Table 1 must be listed below. Use a 16-week format, even if shorter versions of the course are offered.

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	Overview of the mass media including its functions, economics, and trends.	Go over course requirements and review handouts. I.e., The syllabus and schedule. Lecture and class discussion for 1st week's topic. Individual work regarding how many and the kinds of mass media messages each students has been exposed to—directly and indirectly. I.e., Populist, elitist, information, entertainment, etc...	OR, TXB, LEC, DF, PQ, AN, EM, & IC.	OR, 2 hrs.; TXB, 1½ hrs.; LEC, 2 hrs.; DF, 30-45 mins; PQ, 30-45 mins.; AN&EM, 30 mins.; and IC, 10-15 mins.
2	Books: History, importance of, economics, types, creation and publication process.	Lecture and class discussion of the 2 nd week's topic. Then there will be either individual or group analysis of the 2 nd week's topic. I.e., How to classify books as trade, university press, etc..., or a critical exploration of the industry's focus on blockbuster works that can translate into movies, toy-lines, etc... rather than actual writing. Quiz. Individually or with one other student visit a Barnes and Noble and a general-interest independent bookstore; using a checklist provided by the teacher, access the advantages and disadvantages of each.	TXB, LEC, DF, PQ, Q, AN, EM, and IC.	TXB, 2 hrs; LEC, 2 hrs.; DF, 30-45 minutes; PQ, 30-45 mins.; Q, 30-45 mins.; AN&EM, 2 hours ; and IC, 10-15 mins.
3	Magazines: History, contributions of, types, trends, and industry structure.	Lecture and class discussion of the 3 rd week's topic. Group analysis of the classification of magazines or another task such as the exploration of the role of early magazines in shaping American nationhood versus the consumerism and cultural/sub-cultural roles of today's magazines. Quiz.	TXB, LEC, DF, PQ, S, AN, EM, and IC	TXB, 2 hrs; LEC, 2 hrs.; DF, 30-45 minutes; PQ, 30-45 mins.; AN&EM, 10-15 mins.; and IC, 10-15 mins. The S will take about 2 ½ to 3 hrs. in preparation for the next week's midterm. There will be an optional on-campus study session with the professor. It will take about 2 hours.
4	Newspapers: History, types, trends, editor's/reporter's roles and industry structure.	Lecture and class discussion of the 4 th week's topic. Watch a video about the newspaper industry. 1 st Midterm.	TXB, LEC, PQ, T, VC, AN, EM, and IC	TXB, 3 hrs.; LEC, 3 hrs.; PQ, 30-45 mins.; T, About 2 hrs.; VC, 60 mins.; AN&EM, 10-15 mins.; and IC, 10-15 mins.
5	Radio: History, characteristics, types, and technical developments.	Lecture and class discussion of the 5 th week's topic. Students will listen to a news issue from a segment of a call-in radio show and then compare/contrast it with a news story about the same topic.	TXB, LEC, PQ, VC, DF on VC or other radio topic, AN, EM, and IC	TXB, 2 hrs.; LEC, 2 hrs.; VC, 75 mins.; DF, 30-45 min.; PQ, 30-45 mins.; AN&EM, 30-45 mins.; and IC, 10-15 mins.
6	TV: Purveyor of news, entertainment, societal influence, and stereotyping. Also, the history, economics, characteristics, types of TV formats, and technical developments.	Lecture and class discussion of the 6 th week's topic. Quiz. Special project or paper or essay.	TXB, LEC, PQ, RP, AN, EM, and IC	TXB, 2 hrs.; LEC, 2 hrs.; RP, 5-6 hrs.; PQ, 30-45 mins.; AN&EM, 10-15 mins.; and IC, 10-15 mins

7	Movies: Cultural influences, history, economics, trends, stereotyping, and industry structure.	Lecture and class discussion of the 7 th week's topic. Quiz.	TXB, LEC, PQ, DF, AN EM, and IC	TXB, 2 hrs.; LEC, 2 hrs.; DF, 30-45 min.; PQ, 30-45 mins.; AN, 10-15 mins.; and IC, 10-15 mins
8	Public Relations: Types, uses, history, ethics, and skills needed for the field.	Lecture and class discussion of the 8 th week's topic. Quiz. Group analysis of ethical dilemmas in PR. Watch a video about the PR industry and skills needed for the field.	TXB, LEC, PQ, DF, VC, Q, AN EM, and IC	TXB, 2 hrs.; LEC, 2 hrs.; DF, 30-45 min.; VC, 45 mins.; PQ, 30-45 mins.; Q, 30-45 mins.; AN&EM, 10-15 mins.; and IC, 10-15 mins
9	Advertising: History, psychological needs and persuasion, industry structure, economics, trends, and various types.	Lecture and class discussion of the 9 th week's topic. Quiz. Watch a video. Individual or group analysis of the psychological needs in individual advertisements.	TXB, LEC, PQ, DF, VC, S, AN EM, and IC	TXB, 3 hrs.; LEC, 2 hrs.; DF, 30-45 min.; VC, 60 mins.; PQ, 30-45 mins.; AN&EM, 15 mins.; and IC, 10-15 mins. The S will take about 2 ½ to 3 hrs.in preparation for the next week's midterm. There will be an optional on-campus study session with the professor. It will take about 2 hours.
10	Digital Media and the Web: Definition and terminology, growth of trends, history, and how it is revolutionizing news and society	Lecture and class discussion of the 10 th week's topic. 2 nd midterm. Individual or group work regarding how the Internet has, first, changed society and secondly, the content and delivery of the mass media.	TXB, LEC, T, AN, EM, and IC	TXB, 3 hrs; LEC, 3 hrs.; T, 2 hrs.; AN&EM, 15 mins. mins.; IC, 10-15 mins.
11	Gathering and Telling News: News holes, news elements, gate-keeping, news agencies, syndicates, and trends.	Lecture and class discussion of the 11 th week's topic.	TXB, LEC, PQ, Q, AN, EM, and IC.	TXB, 2 hrs.; LEC, 2 hrs.; PQ, 30-45 mins.; Q, 30-45 mins; AN&EM, 10-15 mins.; and IC, 10-15 mins.
12	Mass Media and Politics: Press system theories, liberal and other biases, and influences. Also, ownership and press performance issues such as ownership trends, news values, consensus journalism, and deregulation and broadcast news. Plus, an examination of the global market and its entrepreneurs.	Lecture and class discussion of the 12 th week's topic. There will be either group work or individual analysis of how the U.S. media versus a media system in another country handles coverage of a particular American or international issue.	TXB, LEC, PQ, AN, EM, and IC.	TXB, 3 hrs.; LEC, 2 hrs.; PQ, 30-45 mins.; Q, 30-45 mins; AN&EM, 30-45 mins. mins.; and IC, 10-15 mins.
13	Law: 1 st Amendment, basic law, key Supreme Court cases, liberal/slander, and other legal terminology.	Lecture and class discussion of the 13 th week's topic. Watch video. Discuss a recent libel lawsuit and determine which standard of negligence it represents.	TXB, LEC, VC, PQ, AN, EM, and IC.	TXB, 2 hrs.; LEC, 2 hrs.; VC, 45 mins.; PQ, 30-45 mins.; Q, 30-45 mins; AN&EM, 10-15 mins.; and IC, 10-15 mins.
14	Ethics: Media ethic codes, moral principles and the media, ethical dilemmas, prescriptive codes, and media responsibility.	Lecture and class discussion of the 14 th week's topic. Watch video.	TXB, LEC, PQ, Q, VC, DF, AN, EM, and IC.	TXB, 2 hrs.; LEC, 2 hrs.; PQ, 30-45 mins.; Q, 30-45 mins; VC, 45 mins.; DF, 30-45 mins; AN&EM, 10-15 mins.; and IC, 10-15 mins.
15	Effects on individuals: Media-induced anxiety and apathy, theories about effects, and individual selectivity. Class review.	Lecture and class discussion of the 15 th week's topic. Class review.	TXB, LEC, S, AN, EM, and IC.	TXB, 3 hrs; LEC, 3 hrs.; AN&EM, 10-15 mins.; and IC, 10-15 mins. The S will take about 2 ½ to 3 hrs.in preparation for the next week's final exam. There will be an optional on-campus study session with the professor. It will take about 2 hours
16	Final—it will be taken at the LAC. There will be a link on the class Web page for the LAC's hours and location. Using the LAC will allow students flexibility.	Final review.	S and T	S, 3 hrs.; and T, 2.5 hours.

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) process before being assigned to teach that course. Prerequisites for SPOT include completion of Blackboard Basics training 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://spot.mtsac.edu>.

For additional mentoring on DL course design and development, take a DL-related Professional & Organizational Development (POD) workshop or contact the Online Learning Faculty Coordinator or Assistant Online Learning Faculty 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 Program web site (<http://www.mtsac.edu/instruction/learning/distlearn/>) 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/Online Learning Support Center faculty support:

- Distance Learning Program website – <http://www.mtsac.edu/instruction/learning/distlearn/>
- Dean, Library & Learning Resources – Meghan Chen, x5658, mchen@mtsac.edu
- Online Learning Resource Center (OLSC) - located in LTC-262
- Online Learning Faculty Coordinator – LTC 262
- Assistant Online Learning Faculty Coordinator – LTC 262
- Distance Learning/Electronic Reference Librarian – LTC -262, Paul Kittle, x4258, pkittle@mtsac.edu
- Teaching & Learning Technology Specialist - Carol Webster, x5016, cwebster@mtsac.edu
- IT Help Desk – 909-594-5611, x4357 or HelpDesk@mtsac.edu

Faculty development resources:

- Professional & Organizational Development (POD) for Blackboard Basics training – <http://pod.mtsac.edu>
- Blackboard Basics Manual – <http://bbbasics.mtsac.edu>
- Skills & Pedagogy for Online Teaching (SPOT) – <http://spot.mtsac.edu>

Student resources:

- Disabled Students Program & Services - <http://dsps.mtsac.edu>
- Online Counseling - <https://my.mtsac.edu/OnlineCounseling/Welcome.aspx>
- SOLAR: Skills for Online Learning – Assessment of Readiness - <http://elearn.mtsac.edu/olsc/readiness>
- Mt. SAC Library – <http://library.mtsac.edu>
- Learning Assistance Center – <http://lac.mtsac.edu>
 - Tutorial Services – <http://ts.mtsac.edu>
 - Testing Center – Learning Assistance Center, LTC lower level
- Placement Tests (English, Reading, Math, Chemistry) - <http://www.mtsac.edu/students/assessment/info.html>

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: JOUR 100

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 <http://elearn.mtsac.edu/olsc/dstlearn/>.*

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 <http://elearn.mtsac.edu/olsc/dstlearn/>.*

Dean's 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. Regular review and/or changes to official course outline(s) do not require subsequent review by DLC. Only substantial changes to course delivery need additional DLC review and approval.*

EDC Co-Chair Signature _____ Date _____

6. Date Received in Instruction Office _____