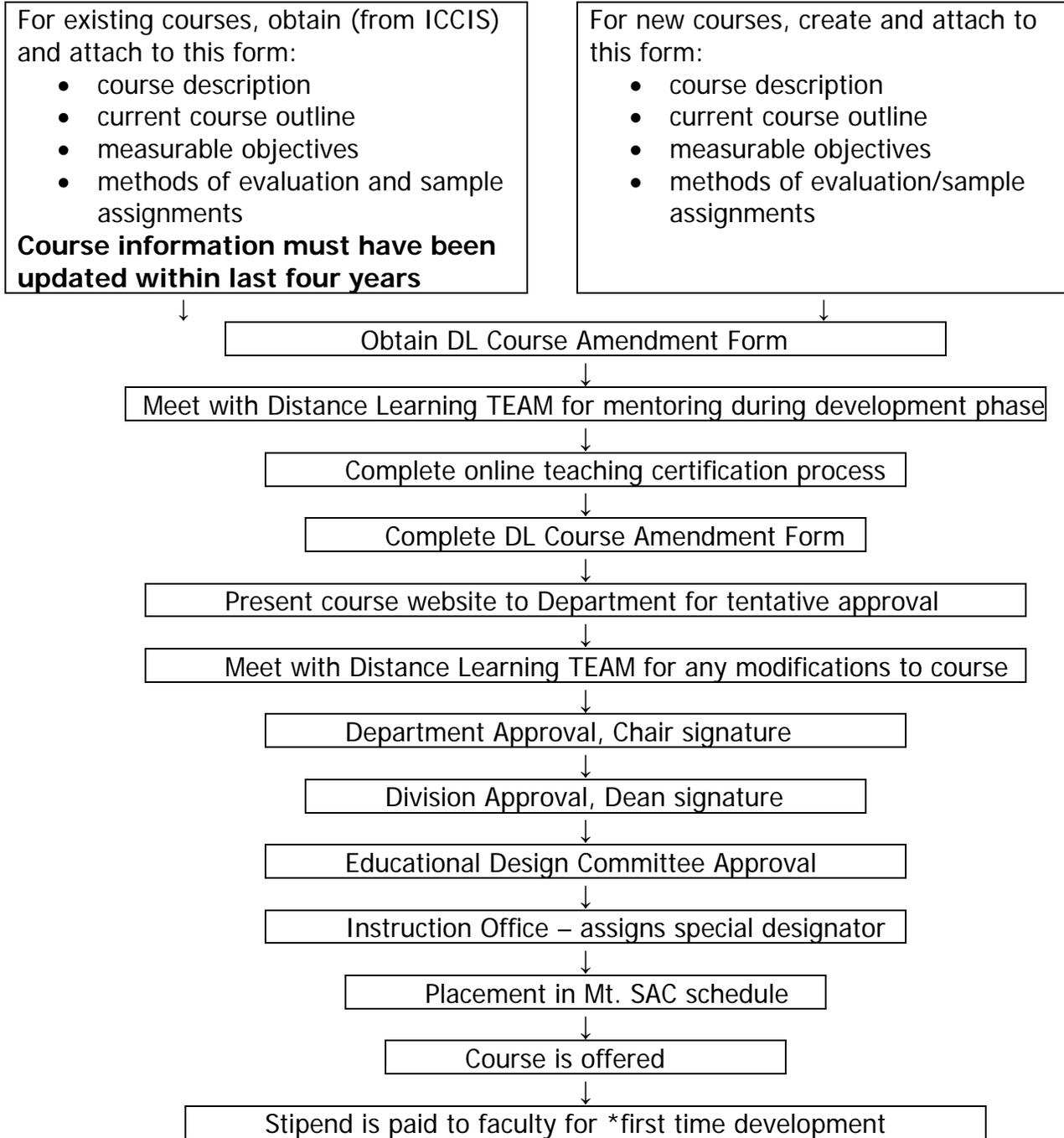


**Mt. San Antonio College**  
**DISTANCE LEARNING COURSE AMENDMENT FORM**  
**(REQUIRED)**

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**Process Flowchart**

(for new DL courses or amendment of existing traditional courses)



\*The first DL course that is developed by a faculty member results in a stipend being paid to the faculty member in the amount of \$1000 after the course is offered and taught by that faculty member. Subsequent course(s) and web development does not result in any further stipend. Training, workshops, and resources are available for faculty from Online Learning Support Center and Staff & Organizational Learning.

**Mt. San Antonio College**  
**DISTANCE LEARNING COURSE AMENDMENT FORM**  
(REQUIRED – fill in blanks only)

Course Title            Creative Writing Poetry

Prefix/Number        English 8B

Developer             Dionne Loera-Ramirez

Date: 10 /24 /06

Department          English and Literature

**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?

**50-95%**

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/dramirez/engl8b>

(If a UserID and Password are required to view your web site, please provide that information to Kerry Stern, Dean of Library and 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  Other \_\_\_\_\_ software)

Course management training: (  Mt. SAC  Other \_\_\_\_\_ System)

Online courses: (  Mt. SAC  Other \_\_\_\_\_ Course)

\*Date of Certification for online teaching (required): 6/8/05

Other experience: \_\_\_\_\_

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 2002 Mt. SAC  Yours

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

Computer  Printer  FAX  Other \_\_\_\_\_

Software: **adobe acrobat, front page, ms word**

**Course Management and Tools:**

How will your course be delivered, managed, and maintained?

<input checked="" type="checkbox"/> FrontPage Web on Mt. SAC server	<input type="checkbox"/> Web pages on another server
<input type="checkbox"/> WebCT	<input type="checkbox"/> Blackboard
<input type="checkbox"/> eCollege	<input type="checkbox"/> Other _____

**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 are accomplished through mandatory meeting, email, discussion forums, course web site announcements, exercises, on campus meetings, and instructor office hours.

2. What will make this interaction effective?

**Mandatory Meeting:** Students are required to attend a mandatory meeting the first week of the semester in which the instructor will give a hard copy of the course syllabus, demonstrate navigating through the course website and links and answer questions regarding the course. This will prepare students for managing their time necessary to successfully complete the course and use and understand the course website.

Poems, including drafts, and **discussion forum** topics are assigned weekly. Discussion forums will allow students to offer and share interpretive ideas about assigned poems. For example, a writing prompt may ask that students visit a poetry website, find a poem, and post an analytical idea about theme, conflict, or the poet’s use of literary devices. This may help students write papers, compare ideas, and / or write their own poems. Students also post responses to discussion board prompts based on poems they have read and analyzed and poetry readings they have attended. Students also post their poem (drafts or finals) and offer positive criticism of peer poetry. In a hybrid course structure, these forums will help students create a connection between the instructor and peers and maintain consistent interaction with the course as the discussion board may work as a “workshop” for poetry writing where students can follow directions and due dates and receive peer editing and criticism to assist in the drafting process as peers will read each other’s poetry drafts or analysis of assigned readings and use that feedback and information to better understand poems and the writing process.

**Instructor Contact:** Students are encouraged to send questions via email, voicemail, or visit office hours. Instructor contact information is available on several pages of the course website. Students receive individual emails regarding grades and scores. Students may reply with questions. The instructor feedback gives students tools to improve future poetry.

The **emails** between instructor and students discuss drafts of student poems. Students can email drafts for comments and editing suggestions and ask questions via email for quick response, and instructor monitors web board discussions. Instructor notifies students typically within 36 hours when emails and assignments are received and scored. This will help students keep abreast of their progress and learn to utilize the prewriting and revising steps in creating their own poetry. Final drafts are submitted via email by assigned due dates. The drafting process allows students to learn where they can improve their poems’ diction, syntax, meter, rhyme, rhythm, dynamics, theme, and length through instructor and peer feedback. Students may ask questions or refer to their textbook to clarify the assignments.

**Exercises:** Students are assigned poetry analysis exercises where they are to conduct auditory activities, such as reading poems aloud, interpreting modern, amateur poetry, and offering interpretations of peer poems. This keeps students immersed in the poetry reading and writing experience as the world of poetry in itself is a culture of sorts with specialized terminology, forums, and traditions, and such activities will inspire students to continue their own creative processes. Again, this poetry reading experience will keep students immersed in the whole poetry “culture” and understand poetry deeper through it performed delivery. Students may then understand poetry’s aesthetic value if they hear it. Attending poetry readings is required for the poetry reading comparison essay and will help students learn new poetic styles and functions as they listen to poet’s delivery, emphasis, and discussion of inspiration. This encourages students to use any poetic forms they have not used in their prior poetry assignments, such as *tanka*, sonnet, or *sestina*. Thus, students engage a poetic form they did not use previously. Students may also post drafts on the **course discussion board** and peers are required to offer constructive criticism.

The course website contains an **announcements** page in which campus events, such as The Writer’s Day contest and on campus poetry readings are announced. Poetry readings help students conceptualize the aesthetic and functional purpose of poetry as they listen to poets discuss their motivation for poetry writing, the creation process, and the significance of poetry delivery in a poetry reading.

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

Students may not return to the web board to read peer and instructor criticisms once they post their poems. To overcome this problem, students will be required to “follow up” and/or reply to other students’ postings. For example, a student may be assigned into a “peer group” to which they must respond, replying to postings from all members of those groups.

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

Course website offers links to outside learning tools and sources, such as mla.org, Mt. SAC library web page, poetry websites, and websites for downloading software. Several assignments require students to navigate through the course website and outside sources for reference. The links are to pages that provide research resources, information about poetry and poets (biographical information, publication information, etc.); other software and websites will enhance students’ abilities to navigate through the course website, format papers, create bibliographic citations, and have efficient access to reliable references.

5. How will you handle assessments (exams, quizzes, etc.)?

All assessments are handled via email and/or discussion forum. Instructor will provide prompt and detailed feedback in an email message or written critique of student work. Students will receive comments on what poetic devices they used effectively and what areas of poetry writing they should improve (diction, use of metaphor, symbol, simile, meter, rhythm, rhyme, etc.)

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

Students are encouraged to email all questions and drafts. Instructor contact information is posted on several pages of the course website, and students are encouraged to visit office hours, email or phone instructor with questions, comments, or concerns. The course website also provides students with contact information for DSPS and other on campus resources such as the library (for help with MLA formatting and research).

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

At the beginning and at the end of the semester, students will visit the SOLAR website <http://elearn.mtsac.edu/olsc/readiness> to evaluate and gauge their online learning experience. Instructors can also offer students anonymous surveys or questionnaires about the course. The instructor will use student feedback along with his or her own analysis of the course's success to make adjustments to future assignments, schedules, web pages, etc. and generally improve the course's delivery of instruction.

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

Most course material is text based. All pictures, icons, and images on course website are tagged with alternative text descriptions. The course website also offers contact information for Disabled Student Services to enhance instruction and learning.

**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?

Web design workshops using black board.

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 listed, 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.**

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
<b>DF</b>	<b>Discussion Forum</b> – 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. In a hybrid course structure, these forums will help students create a connection between the instructor and peers and maintain consistent interaction with the course as the discussion board may work as a “workshop” for poetry writing where students can follow directions and due dates and receive peer editing and criticism to assist in the drafting process as peers will read each other’s poetry drafts or analysis of assigned readings and use that feedback and information to better understand poems and the writing process.	<b>A</b>
<b>EMAIL</b>	<b>Email:</b> Students and instructor correspondence is conducted mainly through email. Students submit assignments via email messages and attachments. Questions and answers also conducted via email when students wish to clarify and assignment posted on the course website. Instructor notifies students typically within 36 hours when emails and assignments are received and scored. This will help students keep abreast of their progress and learn to utilize the prewriting and revising steps in creating their own poetry.	<b>A</b>
<b>ANN</b>	<b>Announcements:</b> Course website offers an announcements page on which instructor notifies students of activities, such as poetry readings and Writer’s Day Contest events and information. Students may also offer information regarding poetry activities (on and off campus). Poetry readings help students conceptualize the aesthetic and functional purpose of poetry as they listen to poets discuss their motivation for poetry writing, the creation process, and the significance of poetry delivery in a poetry reading.	<b>A</b>
<b>R</b>	<b>Readings:</b> Students are assigned weekly readings from textbooks, poetry websites, and discussion boards, including criticisms, peer poems, published poems, and chapters on poetic forms. Students must offer an analysis of readings on the discussion forum. The readings offer approaches to creating, drafting, revising, and using poetry as a form of expression. Readings help students learn the basic principles of poetry writing and use of poetic devices and exposes students to various styles and forms of poetry.	<b>P</b>
<b>IC</b>	<b>Instructor Contact:</b> Students are encouraged to send questions via email, voicemail, or visit office hours. Instructor contact information is available on several pages of the course website. Students receive individual emails regarding grades and scores. Students may reply with questions. The instructor feedback gives students tools to improve future poetry.	<b>A</b>

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
<b>MM</b>	<b>Mandatory Meeting:</b> Students are required to attend a mandatory meeting the first week of the semester in which the instructor will give a hard copy of the course syllabus, demonstrate navigating through the course website and links and answer questions regarding the course. This will prepare students for managing their time necessary to successfully complete the course and use and understand the course website.	<b>A</b>
<b>ASSN</b>	<b>Assignments Page:</b> The course website is updated weekly, and students must visit the assignments page to receive writing prompts, discussion forum topics, assignment requirements, such as forms, length, and due dates. The assignments remain on the page throughout the entire semester and students may print pdf versions of poetry writing instructions. This allows students to return to the website to clarify and assignment or retain a printing copy for their reference while working on poems.	<b>A</b>
<b>EX</b>	<b>Exercises:</b> Students are assigned poetry analysis exercises where they are to conduct auditory activities, such as reading poems aloud, interpreting modern, amateur poetry, and offering interpretations of peer poems. This keeps students immersed in the poetry reading and writing experience as the world of poetry in itself is a culture of sorts with specialized terminology, forums, and traditions, and such activities will inspire students to continue their own creative processes.	<b>A</b>
<b>POEM</b>	<b>Poems:</b> Students must write weekly poems of various lengths and forms. Students are required to visit the course website assignments page weekly or more often to receive writing prompts. Students submit drafts before final poem due dates and are often asked to post poems on the discussion board for peer review. Final drafts are submitted via email by assigned due dates. The drafting process allows students to learn where they can improve their poems' diction, syntax, meter, rhyme, rhythm, dynamics, theme, and length through instructor and peer feedback.	<b>A</b>
<b>POST</b>	<b>Posting poems:</b> In addition to submitting weekly poems via email, students are required to post several of their weekly poems on the discussion board for peer review. Students may also post replies to peer criticism. Interpretations, poetry reading experiences, and ideas on inspiration for poems are also posted. Students are encouraged initially to give only positive criticism to posted peer poems so that students may overcome any hesitation or reservations about his or her poetry. This positive criticism may help students gain confidence in their poetry writing abilities.	<b>A</b>
<b>ESSY</b>	<b>Essay:</b> By week 15, students write a 4-6 page comparison essay that examines similarities and differences of two poetry reading experiences. Students are required to attend two poetry readings and compare poetic styles, forms, deliveries, and other significant aspects of the reading such as venue atmosphere and audience participation. Students must also post a brief description of their experiences on the discussion board. Again, this poetry reading experience will keep students immersed in the whole poetry "culture" and understand poetry deeper through it performed delivery. Students may then understand poetry's aesthetic value if they hear it.	<b>A</b>

Abbreviation	Detailed description of method/activity	Active or Passive? (A or P)
<b>EXAM</b>	<b>Final exam/Project:</b> From the assignments page, students find three options for completing a final project. The page prompts students to write poems of particular style, format, length, and subject matter (This occurs for both a "midterm" poem and a "final" poem). Students have approximately one week to complete and submit the poem in final draft form. There are no drafts submitted, but students may ask questions or refer to their textbook to clarify the assignments. This requires students to use any poetic forms they have not used in their prior poetry assignments, such as <i>tanka</i> , sonnet, or <i>sestina</i> . Thus, students engage a poetic form they did not use previously.	<b>A</b>
<b>PR</b>	<b>Poetry Readings:</b> As work conducted outside of class time, students must attend two poetry readings by week 15. They must post a description of their poetry reading experience and respond to other students' descriptions. Attending poetry readings is required for the poetry reading comparison essay and will help students learn new poetic styles and functions as they listen to poet's delivery, emphasis, and discussion of inspiration.	<b>A</b>

## 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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
1	Course introductions, discussion of poetic techniques and styles, group discussions and analysis of poetry. Demonstrate and discuss navigating through course website (DL course).	Reading Assignments given and poetry handouts given for 1 <sup>st</sup> assignment. Poetry analysis conducted in groups.	MM, Students read poems from text, work in small groups to interpret and discuss poem and poetic devices. First web board discussion assigned for following week.	MM: 1 hr R: 1-2 hours DF 1 hr Email 1 hr Ex 1 hr
2	Continue discussion of poetry handouts and assigned readings. Continue analysis of assigned poems and textbook readings. Discuss literary terms, style, and inspiration of poetry.	Handout / prompt given for first poem. Reading Assignments for week 2 given. Poetry drafts peer evaluated and edited in small groups.	Email, R, IC, DF, POST, EX, PR* (*note poetry readings may take place any time during the semester, and students are required to attend two by week 16).	R: 1-2 hrs Post: 1 hr IC: 1 hr DF: 1 hr ACT: 1 hr
3	Begin Weekly poems. Continue discussion of poetry inspiration. Final draft of poem 1 . Discussion of free verse, imagery, literary terms.	Complete and submit final draft of poem 1 after considering student and peer criticisms. Read poem in class (optional). Discuss use of poetic devices. Read text, discuss poem 2, discuss free verse and rhyme. Conduct auditory ex in class.	Email, R, IC, POST, ASSN. EX, ANN* (*announcements are made weekly and students are required to visit the announcements page once a week)	DF: 1 hr Read 1-2 hrs ASSN: 1 hr POST: 1 hr EX: 1 hr
4	Discuss figures of speech, imagery, rhyme, tone, prose, mood, rhythm, and poem 3.	Poem 3 Assigned/ draft submitted, read sample poems in text, peer editing and criticism. Discussion of prose, rhyme, rhythm, tone, mood.	Email, R, IC, POST, ASSN. DF,ANN	DF & POST: 1 hr IC & Email: 1 hr ASSN: 1-3 hrs
5	Applying learned techniques of rhyme to poem 3 and continue analysis of poet's inspiration and intent.	Poem 3 submitted, assigned poems read, poems discussed in groups and in lecture. Poetry criticism assigned. Discuss prompt for next poem.	Email, R, ASSN, DF, IC, POST, ANN	Email & IC: 1 hr R: 1-2 hr POST: 1 hr
6	Discuss literary themes and techniques such as refrain, free verse, imagery, line breaks, diction	Submit poem draft, discuss, read poems in class. Read text chapters, interpretation questions given as homework, discuss theme and literary devices in lecture	Email, POST/DF R: IC: ANN	Email 1 hr POST/DF: 1 hr R: 1-2 hr IC: 1 hr

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## 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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
7	Continue discussion of free verse, rhyme, imagery, diction. Conduct in-class analysis of both published and student poetry.	Poem final draft submitted. Read poems, discuss use of literary devices. Readings assigned, directions for next poem given. Exercise: Students begin drafts in class and conduct peer evaluations.	Email IC R POST/DF Ex ANN	IC& Email 1 hr R: 1-2 hours POST/DF: 1 hr ASSN: 1-2 hr
8	Discuss modern poetry.	Create draft of weekly poem, discuss assigned readings, ex: answer poetry analysis questions, Homework: diagram poems assigned.	Email IC POST/DF ASSN ANN	Email & IC 1 hr POST/DF 1 hr ASSN 1-2 hrs
9	Discuss prosody: syllabics, meter, alliteration Weekly poem.	Weekly poem submitted. Readings assigned (text chapters or sections): ex. Interpreting poems and identify use of poetic forms	Email & IC POST/DF ASSN: ANN	Email & IC 1 hr POST/DF 1 hr ASSN: 1-3 hrs
10	Discuss prosody, weekly poem, comparison paper, and poetry reading experiences	Assignment: midterm poem, poetry reading analysis assigned.	ASSN POST/DF R IC, ANN	ASSN/POEM 2-3 hrs, POST/DF 1 hr, R 1 hr, IC, 1 hr
11	Discuss prosody, weekly poem, poetry readings	Assignment: weekly poem, read assigned section in textbook, ex: review didactic poetry individually and/or in groups	Assn: POEM R, POST / DF, IC EMAIL ANN	ASSN: .5 hrs POEM 1-2 hrs, R 1 hr, POST/DF .5 hr
12	Discuss forms such as sonnets, villanelle, tanka, etc.	Discussion: poetic forms. Assignment: weekly poem draft for peer review, read assigned textbook chapter, exercise: create a self-evaluation of poetry and improvements	POST/ DF IC, R, EX, ASSN/POEM EMAIL ANN	POST/DF: 1hr IC: .5hr EX: 1hr R: 1hr ASSN/POEM: 1-2

				hrs
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### 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.

Week	Topic(s) Covered (matches ICCIS)	Traditional Course	DL Course	Estimated time on task (hrs)
13	Discuss poetic forms, sonnets, sestinas, etc. Conduct instructor/student conferences, discuss weekly poem	Discussion: poetic forms. Assignment: weekly poem & draft for instructor review. Read assigned poetry (handouts or text)	IC, R, ASSN/POEM, POST/DF, EMAIL ANN	IC: .5 hr R 1 hr, ASSN/POEM 1-2 hr, POST/DF .5hr
14	Continue discussing poetic forms. Read text chapters on poetic forms. Discuss weekly poem. Students are assigned individual projects that may include readings, portfolios, journal and/or poetry submissions.	Discussion: poetic forms and comparison essay. Weekly poem submitted, read aloud, peer reviewed. Assignment given for week 15 poem.	IC, PR, ASSN/POEM, R, EMAIL ANN	IC: .5 hrs PR: 1-3 hrs ASSN/POEM: 1-2 hrs R: 1 hr
15	Week 15 poem submitted. Continued discussion of final exam projects. Discussion of forms, sonnets, villanelle, sestinas, or tanka continues.	Students submit a comparison/evaluation essay on poetry reading experiences. Discussion of reading experiences in class. Discussion: final exam, poetic forms, group or individual projects. Readings from textbook and/or handouts. Discussion includes poetic forms, group or individual projects. Readings from textbook and/or handouts	ASSN/ESSY: Ex: Email IC: POST, ANN	ASSN/ESSY: 1-4 hrs EX: 1-3 hrs Email & IC: 1 hr POST 1 hr
16	Final Exam or Project	Students write poems and personal explanations for poems' inspiration and intent. Poems are read aloud in class.	POST/DF, R, IC, ASSN/POEM EMAIL, ANN EXAM	POST/DF: 1hr ASSN/POEM: 1hr IC/ EMAIL:1hr EXAM 2.5

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# DISTANCE LEARNING COURSE AMENDMENT FORM

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## Verification of Process

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