

**Glendale Community College  
Distance Education Course Approval Form**

This form fulfills three objectives: 1) It justifies the need for the course to be taught in online or hybrid format; 2) it assures that the educational objectives of the course can indeed be achieved via distance delivery; and 3) it makes clear how students will be able to communicate with the instructor.

These are legal requirements of all Distance Education courses, and this Form is your opportunity to attest that your course can fully comply with these requirements. **The more thorough your responses and rationale are, the more readily the course can be approved.** The remainder of this document will provide guidelines, regulations, and support available.

**DIRECTIONS:**

Address the following questions. **This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question. Please also attach a current course outline.**

**COURSE TITLE & NUMBER:**

STUDENT DEVELOPMENT 103

**NUMBER OF UNITS:**

1

**PROPOSED COURSE TYPE:**

**HYBRID** If hybrid, percentage of instruction to be delivered online

25

**ONLINE**

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Education Code '55378]

Distance Education is the use of technological devices to bring the teaching and learning process to students who are at a different location(s) and/or at different time(s) from the instructor. In this context distance education includes online and/or hybrid courses utilizing the Internet and possibly other technologies such as CD-Rom, video, audio, and interactive exercises.

Distance Learning Course Outline Addendum  
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**RATIONALE FOR DISTANCE EDUCATION FORMAT:**

- 1) Describe the rationale for offering this course as either a hybrid or online course as opposed to using only traditional classroom-based approaches.**  
*See Distance Education Guidebook for more information.*

The use of technology in the classroom is of interest to most students, in addition they appeal to visual learners and those with limited English skills who need to see words as well as hear them. My students are from many different countries, so the use of WebCT allows me to visually reinforce the information I give them in my lectures.

WebCT also allows me to introduce my students to departments/services on campus without having to take them physically to locations that sometimes have limited space.

**INSTRUCTIONAL TIME:**

*As in a traditional course, you are expected to fulfill the hours of instruction required by the number of course units specified in the course outline on file.*

*Note: Homework assignments and exams can not be counted towards hours of instruction.*

**2(a) Based on the official course outline on file, how much instructional time is required for this course per term?**

2 hours a week for 16 weeks

**2(b) What instructional material will be used to fulfill this time?**

GCC Catalog, Schedule of Classes, International Student Orientation Guide, a variety of websites relating to education and the world of work

**COURSE CONTENT DELIVERY:**

*GCC provides faculty and students access and support for WebCT and a number of other software programs. GCC also provides support for content development and acquisition. Section 508 regulations (36 C.F.R. §§ 1194.1 et seq.) require that electronic and information technology purchased or used by federal agencies must be accessible for use by persons with disabilities. With a course designed for distance education, the instructor needs to make provisions to accommodate disabled students in a comparable manner to traditional courses, such as ensuring that websites are accessible to screen readers for the visually impaired.*

*If any web-based course material is identified as inaccessible, it is the instructor's responsibility to put the material in an accessible format in a timely manner. Technical support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.*

**3(a) Indicate if you plan to use WebCT or another course delivery system. If you are not using the technologies supported by the College (such as WebCT), specify what technology support provisions are in place.**

WebCT

**3(b) Describe the methods used to provide access to instructional materials such as publisher material, e-packs, or instructor created material.**

Use of Microsoft Word for in-class essays/assignments; hand-outs provided by student services e.g. Transfer Center

**INSTRUCTOR-STUDENT INTERACTIONS:**

*Per Title 5 regulations (55376), all approved courses offered at distance shall include regular weekly contact between instructor and students.*

*Additionally, the District REQUIRES that ONLINE courses also include the following:*

- *One on-campus, face to face orientation session within the first week of the term. Faculty must provide alternative orientation for students unable to attend the face to face orientation.*
- *One contact between student and instructor after orientation session and before census day*

*See Distance Education Guidebook for further explanation, approaches, and available support.*

**4(a) Describe the nature and frequency of instructor-student interactions. Include the synchronous and asynchronous communication components of the course and the number and frequency of different types of instructor-student interaction for students making satisfactory progress.**

Students meet with me in the classroom twice a week for 1 hour.

**4(b) Describe nature and methods of instructor-student communications designed to intervene when students are at risk of dropping the course.**

WebCT allows delivery of e-mail to students at risk; rosters are also used to call students who are absent from class.

*If an online course:*

**4(c) Describe the Method(s) of Contact Prior to Census Day**

Telephone calls using classroom rosters; e-mail using WebCT.

**EVALUATION:**

*As with a traditional course, examinations, tests, and quizzes should follow the guidelines specified in the Full-Time and Adjunct Handbook. For further explanation on how these guidelines apply to distance education, as well as approaches and available support, see Distance Education Guidebook for more information.*

**5) Describe the methods used to evaluate students.**

4 quizzes, 1 mid term, 1 final exam, group presentations and class participation.