

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:

Women in American History, History 111

NUMBER OF UNITS:

3.0

PROPOSED COURSE TYPE:

HYBRID If hybrid, percentage of instruction to be delivered online 50 %

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.***

A hybrid class that only requires 50% in-class meeting provides flexibility for students who are faced with a hectic schedule. The web-based component will provide students the opportunity to exercise various learning skills, particularly the demands of analytical writing (via blogs) on a weekly basis, as well as the use of technical and computer skills. In addition, students will also have the opportunity to create their own learning communities via blog discussions. Since students will be the authors of these discussions, they will learn how to take ownership of their own learning process. The classroom component of the hybrid class will provide both students and the instructor the opportunity to interface in a traditional setting. This weekly face-to-face meeting will afford students direct access to the instructor. The combination of both web-based and traditional classroom instruction allows the instructor to bring together various technological resources that will enhance the students' learning experience as well as prepare them for our technology-driven world economy.

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?

3 hours, 4 minutes per week

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

The class will meet once a week for 1 hour, 32 minutes in a traditional classroom setting. Instructional material for the online component will consist of web-based discussions among the students. The discussions that are traditionally performed in a classroom setting will be conducted online. Students will be required to post a weekly blog based on textbook and supplemental materials. They will also be required to respond to two blog entries from two different classmates/peers. Because the medium of instruction during these online discussions will be the use of the written word, the students will be able to exercise their writing skills quite extensively. The weekly class meetings will consist of traditional classroom activities such as collaborative work, class discussions, and lectures.

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.

Two types of delivery system will be used:
1. class web page via the instructor's own web site: www.thepast.us
2. Students will use www.blogger.com as a medium for posting weekly blog discussions.

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

A traditional textbook and supplementary primary sources (compiled by instructor from various readers) will be used.

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.

The class will meet once a week for 1 hour, 32 minutes. The instructor will conduct an office hour once a week for 20 minutes immediately after the class meeting. Online student blog discussions will be posted every Monday. Two peer comments will be posted every Wednesday. The instructor will be available for e-mail conferencing from Monday to Thursday from 10:00 am to 10:20 am.

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

After each absence, the instructor will communicate with students via e-mail or in person before or after the weekly class meetings.

If an online course:

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

Once a week class meeting for 1 hour, 32 minutes; e-mail conferencing on a weekly basis.

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.

1. Weekly Blog Entries - 25%

Students will be required to write weekly blog entries based on textbook and supplemental primary source materials. The blog entries and peer comment postings will be graded according to the depth and the analytical nature of the discussions. Students will be expected to answer the questions in their blog discussion. Peer comments will be critical in nature that require students to respond directly to ideas discussed within the blogs. Five points will be given to each question assigned and each peer comment.

2. Research Project - 20%

The students will be assigned a multi-stage research project with emphasis on the use of primary sources. Students will be required to write a comparative paper that discusses the experiences of two women immigrant between the time periods of the 17th century to the present. The first component of the project will require students to use the internet to find primary sources. The second component of the project will require students to use oral history as a primary source.

3. In-class Participation (during class meetings) - 15%

The weekly class meetings will entail extensive collaborative work, class discussions, and lectures.

4. Midterm Exam - 15%

A midterm exam based on the textbook will be given in class during the 8th week of the semester.

5. Final Exam - 25%

A final exam based on the textbook will be given in class during the 16th week of the semester.