

## 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:

Introduction to Computers and Information Systems, CS/IS 101

### NUMBER OF UNITS:

5

### PROPOSED COURSE TYPE:

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

**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.

**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 rationale for offering this course in the hybrid format is based on meeting student demands for flexibility in scheduling and learning style. In addition, offering this course in an online format will improve and promote the technical and computer skills of the students. Furthermore, students taking the course in this format will benefit from a wide range of instructional tools that have been developed to support the delivery of online instruction.

**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?**

80
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**2(b) What instructional material will be used to fulfill this time?**

<ol style="list-style-type: none"><li>1. A collection of interactive online lecture and study material documents that focuses on the course objectives and supplements the course text books. A GCC online course delivery tool template containing these documents is made available to each instructor teaching the course.</li><li>2. A collection of hands-on instructional activities that focus on engaging the student in the course content and results in work product that is targeted and measurable. These instructional activities will include, but are not limited to the development and maintenance of a student Web site that will provide online access to all work product produced by the student, and at least one hands-on activity for each of the following topics: hardware configuration and identification, digital representation of data, system software identification and utility, programming, telecommunication and network trouble shooting, system and network security, capturing and formatting information, and two Web research activities.</li><li>3. A collection of online interactive Microsoft Office application courses with associated lessons that result in work product that is targeted and measurable. Students will be required to complete interactive instruction courses in word processing, spreadsheet, database, and presentation software.</li><li>4. Two fully documented online research projects that are targeted at demonstrating application skills using a topics identified by the instructor, or a cross-disciplinary topic identified by the students.</li></ol>
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**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.**

1. WebCT
2. GCC FrontPage Web Site
3. GCC Citrix Application Service Provider (ASP)

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

1. The CS/IS department has collaborated in the generation of all the supplemental online materials for the course.
2. Students will have access to the text book publishers Web site for additional materials on an as needed basis.

**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.**

1. An "Announcements" Web page that is updated on an as-needed basis. The announcements Web page will indicate, but is not limited to the following information: general class announcements, relevant course problems questions and concerns expressed by students and appropriate responses from the instructor, issues and concerns identified by the instructor, any changes to the weekly class schedule of activities and due dates, and information concerning any changes to the instructional materials or directions for assignments.
2. Emails generated as appropriate by the student or the instructor to answer questions or resolve problems or issues relevant to student success in the course. Instructor is to respond to emails on a timely basis, usually within four hours during the instructors regular work schedule.
3. Regular weekly or bi-weekly visits to students Web sites and posting of scores for activities completed to the appropriate course delivery tool.
4. Participation in the bi-weekly Supplemental Instruction (SI) program for this course on an as-time permits or as-need basis.

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

1. Early Alert Rosters provided by Admissions and Records.
2. Discussion with instructor after class meeting, email or telephone call from the instructor.

*If an online course:*

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

**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. On-campus Midterm and Final
2. Two online research projects
3. WebCT quiz tool.
4. Evaluate assignments, activities, and lessons posted to individual online student Web sites on a weekly or bi-weekly basis.
5. WebCT Tracking tool