

**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:

Business English Computer Applications and Business Office Technologies 102

NUMBER OF UNITS:

4

PROPOSED COURSE TYPE:

- HYBRID** If hybrid, percentage of instruction to be delivered online **Approximately 25% 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.*

This class lends itself well to a hybrid format, as many excellent online resources and learning activities that can be done outside the classroom are provided by the textbook author/publisher. Scheduling online hours would allow students with scheduling problems (e.g. work, childcare, other classes) to participate, while traditional format of four hours on campus could be unnecessarily burdensome and may preclude them from enrolling or maintaining regular attendance.

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?

64 hours

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

WebCT/Blackboard will be used for the Discussion Board and for email. PowerPoint presentations and online reading and writing assignments (with online instructor feedback) will be assigned for online hours, along with Webcheck exercises, Chapter Review quizzes, WebTutor quizzes, Chapter URLs, and other Web activities.

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

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support from ITS will be available if needed. See Distance Education Guidebook for further explanation, approaches, and available support.

3) Describe how the course content is delivered.

(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.

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

3(a) Tool(s) used to Deliver Content:

WebCT/Blackboard will be used to deliver the Discussion Board, email, and part of the online portion of the course (mentioned above).

3(b) Instructional Material Source(s):

Business English Edition 9 by Mary Ellen Guffey is the required text for the course. Textbook reading and exercises, Chapter links, and activities on both the companion Web site (www.thomsonedu.com/bcomm/guffey) and the "Xtra" Web site (<http://guffeyxtra.swlearning.com>) will be assigned each week.

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) Describe the nature and frequency of instructor-student interactions.

a) Include the synchronous and asynchronous communication components

of the course, the number and frequency of different types of instructor-student interaction for students making satisfactory progress, and the

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

4(a) Method(s) of Regular Weekly Contact

Regular on-campus class meetings each week plus Discussion Board, email, and regular feedback from instructor on online assignments.

4(b) Method(s) of Intervention with Students at Risk of Dropping Course:

Students who are falling behind or performing poorly on exams or other assignments will be spoken with in face-to-face office hour conferences, contacted by email and telephone (particularly if attendance is the issue), notified through GCC's Early Warning system, and advised to attend Supplementary Instruction sessions.

If an online course complete the following:

4(c) 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.

Evaluation and Testing Method(s):

Student evaluation is based on Unit Exams (6), completion of homework, practice quizzes, writing assignments, participation, and comprehensive Multiple Choice/True-False and Written Final Examination.