

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 Administration 112 - Insurance Code and Ethics

NUMBER OF UNITS:

1

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.

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 online as opposed to using only traditional classroom-based approaches includes two items. First, many of the students interested in taking this class are already full-time employees of insurance agencies and companies. As such, their time is limited and cannot leave when they want to attend a traditional classroom class. Besides the time in the classroom, the traditional approach requires a significant amount of time in travel, parking, etc. One of the tremendous benefits of an online class is that many of these students are able to log on during their lunch hour to view the assignments or late at night when their children are in bed and they have time to themselves. The second reason for offering the online course as opposed to the traditional setting is the geographical spread of the students. Since this is a very specific class offering in insurance, there will be less potential students interested in taking the class and as such there is a greater need to be able to generate interest from other parts of the greater Los Angeles region. As Glendale Community College is the only community college offering an insurance program within 100 miles, it is important to offer a format that can reach students beyond just those that are typically considered in the Glendale demographics.

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?**

Since this is a 1 unit class, the required instructional time for this course is 15 hours. This is accomplished in 5 weeks with having a 1 hour 45 minute class session and a 1 hour 48 minute online session.

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

Insurance code and ethics is highly specialized. To fulfill the time allotted for this course, a PowerPoint presentation and lecture will be given to the class during the in-class meeting. The online meeting will include a discussion question that will require the student to do some research and then post their response in the discussion forum. The student is also required to respond to at least one other post to receive participation credit. Finally, a weekly quiz is given online to ensure the student is

keeping up with the work and understands the curriculum.

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) 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 is used

3(b) Instructional Material Source(s):

PowerPoint and Microsoft Word software is used by the instructor. A free PowerPoint viewer is available on www.microsoft.com, which is addressed in the initial email sent to all students if they do not have a full version of the software. Word can be accessed by the full software or through the word pad that comes with Microsoft Windows. The textbook for the course is provided by the business department as these books are not available in the bookstore.

INSTRUCTOR-STUDENT INTERACTIONS:

Per Title 5 regulations (55376), all approved courses offered at distance shall include

Distance Learning Course Outline Addendum

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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

Students are contacted a minimum of once per week by WebCT email. There is also a weekly quiz that is turned in via email from the student to the instructor. A response is sent from the instructor advising of the grade received on the quiz and corrections to questions missed. This provides the student with an acknowledgement of where they stand in the class grade wise. In addition, discussion questions are posed weekly on WebCT. The student is required to research the question, post a response and respond to at least one fellow student's posting each week. In addition, the instructor reads all postings and responds to many of them to increase interaction and discussion. Finally, the instructor provides an online "office hour" via the chat room on WebCT. At least once a week the instructor logs on in a chat room and is available for students to come in at their leisure and ask any questions. The "office hour" rotates to help work around a student's schedule.

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

Because there are weekly quizzes, it is easy to see where a student stands in the class. When it appears a trend is developing that a student is not participating the instructor reaches out via phone and email.

If an online course complete the following:

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

Face to face orientation in the first week is required. Also, email from instructor and students have occurred by 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):

Weekly quizzes, one homework assignment, discussion board participation and face-to-face final.