

**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:

✓ Art History 102 - Western Art from the Renaissance to the Present

NUMBER OF UNITS:

3

PROPOSED COURSE TYPE:

HYBRID If hybrid, percentage of instruction to be delivered online : Approximately 75% 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.

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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.**

On campus meetings make it difficult for many students to attend GCC. Art History 102 is a course for transfer credit, and enrollment in the Art Department to include those who have transportation problems, physical handicaps, childcare issues and work related responsibilities would increase enrollment in the Department. As we move into a period of increased demand for parking, it would seem that offering classes on-line would alleviate this campus wide problem as well. However, it would be offered as a hybrid class with at least the initial class meeting on campus. Exams would also be taken on campus, but could be proctored at different times during the week.

Many art historians around the country are using online methodologies to make better access to courses possible. This has been a topic of on going discussions at the annual college art association conferences. Workshops are held and ideas shared for the benefit of practitioners of the discipline on a regular basis. Consequently, there is great support and sharing of ideas and methods from both professors and text book publishers.

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?**

48 hours

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

Standard classroom text: Gardner's Art Through the Ages, 12th ed. vol. 2. The Publisher, Thompson Publishing, has also put together an online package with powerpoint format, video, quizzes and tests and other interactive means of instruction. In addition, the standard package would be modified using individual instructor lecture notes and material.

COURSE CONTENT DELIVERY:

GCC provides faculty and students access and support for WebCT and a number of

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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 to deliver Thompson Publishing Company's online package with powerpoint format, video, quizzes and tests and other interactive means of instruction plus individual instructor notes.

3(b) Instructional Material Source(s):

WebCT and in-class meeting and testing

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*

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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

In addition to in-class orientation and possible in class lectures, email will be used as a source of communication and 1 regular on campus office hour will be provided per week.

4(b) Method(s) of Intervention with Students at Risk of Dropping Course:
email and on campus conference. Early alert function.

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):

Proctored Blue Book exams. Essays written at home and submitted by email.

Self quizzes produced in the publisher course packet. Possible museum visit assignments.