

**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:

Engl 192 - Advanced Academic Reading

NUMBER OF UNITS:

3

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.**

With our expanding and diverse student population within Glendale Community College and our surrounding communities, it is imparitive that we offer students options. There are so many, that because of countless reasons, are not able to make it to a live classroom setting during the week. However, these stuedents still desire to learn and accomplish personal and academic growth. With this class being offered via an online delivery system, such as WebCT, those that are unable to make it in person can now take advantage of improving their academic reading level from the comfort of their own homes. Distance education is the wave of the future for all eudational institutions, not just community colleges, and present and future students are seeking options in order to have it all...family, career and academic and personal growth.

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?**

45 in class lecture hours.

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

Textbook readings, novel based readings, PowerPoint presentations, textbook and novel discussion chats, discussion board interactions, online self-paced reading exercises, textbook lab manual assignments, emails, phone calls if necessary.

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 will be the main delivery system used. Also used is an online program by AB Longman called, "MyReadingLab".

3(b) Instructional Material Source(s):

PowerPoint Presentations to delivery lecture materials.

"MyReadingLab" online reading system where students join a "cyber-class"

Published material from the main textbook "The Master Reader" by Henry.

Published material from the chosen novel "The Kite Runner" by Hosseini

Instructor created textbook chapter quizzes.

Published material on Mid-Term and Final Exam

Published material using the textbook "lab manual"

Instructor created novel quiz on "The Kite Runner".

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

Daily emails, weekly discussion board interactions, weekly live chats, and phone calls if necessary.

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

Phone call to main listed student number and email contact.

If an online course complete the following:

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

Daily emails, weekly discussion board interactions, weekly live chats, and phone calls if necessary.

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):

Mid-Term, Final Exam, Chapter Quizzes, MyReadingLab online reading system, homework assignments, novel quiz, textbook lab manual assignments, and participation.