

**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:**

**CS/IS 264 Web Development Project I: Planning**

**NUMBER OF UNITS:**

**1**

**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.*

By offering this course online, it allows daytime and evening students to fit this course into their schedules. At present, there are no available computer-equipped classrooms available during the Monday through Thursday evening time frame. Traditionally, students have been unwilling to attend Friday night classes. It is believed that an online course with only two class meetings on Friday night (Initial and Final) could be viable.

Additionally, it is believed that offering this course online would allow students to work in the medium that is the focus of the course.

**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?

16 hours

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

The focus of this course is Website project planning. The student will be using the textbook as a foundation, but will also be required to acquire additional knowledge from Web resources.

**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:**

1. WebCT
2. Moodle
3. Instructor's Web site
4. GCC linux server gcc1 and freeBSD servers under student control.
5. Interaction with instructor via chat sessions and email.

**3(b) Instructional Material Source(s):**

1. Podcasts and Demos created with ScreenCorder4 by Matchware.
2. Online tutorials
3. Website examples

**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**

Each student will be required to blog at least weekly. The content of the blog will include a progress report, as well as critique and commentary from fellow students.

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

\_\_\_\_\_

*If an online course complete the following:*

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

Initial class meeting will establish contact for the class participation.

**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):**

Students will focus on a project plan in this course. Each will prepare and present their project plan to their fellow students. Each student will evaluate each presentation. The final grade will be determined by a combination of the project presented, and by the quality of the evaluations of the other projects presented.