

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:

CSIS139 Java Programming

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.

Historically, many of the students taking this course are professional people wanting to upgrade their skills. As these are working people, offering the course online will offer them a means to take the course without adding to their commute time and time away from home. Experience teaching the class in a traditional setting shows that these students often work alone, outside of class, for the entire semester, attending only the exams and lectures occasionally for specific help. Most often, when they seek help they do so via email. In addition, as Java is designed to be used over a network, having both the presentation and assignments online will reinforce the usefulness of the underlying features of the language. Assignments can be both posted and tested online, encouraging students to develop programming skills currently sought after in the workplace.

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?**

Instructional material from the textbook is supplemented with additional instructional materials posted to the Web site. The instructional value of the course is achieved by student mastery of the basic concepts and how to apply them. This is accomplished through a variety of assignments which build on previous knowledge.

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.

Distance Learning Course Outline Addendum
3/4/2008 7:19:10 AM

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:

Standard web site and email. Web site will contain written material, diagrams, and links to further reading and tutorials.

3(b) Instructional Material Source(s):

Materials will be generated by the instructor and will include links to tutorial material and examples written by other programming professionals.

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

Students will be contacted at least weekly with commentary and grades for their assignments. Students will also be encouraged to interact more frequently as they develop their programming assignments and encounter problems. Based on experience using this same technique in a traditional class, most students seek help two to three times per week, in addition to interchanging comments on completed work.

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

All students will be written at least once a week and be required to send replies. Students who do no reply on schedule will be contacted and requested to specifically reply and provide an update on their progress. On campus meetings will be encouraged for students who appear to be in trouble with the coursework, including meeting outside of scheduled office hours.

If an online course complete the following:

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

On campus orientation during the first week of classes is mandatory. At this orientation, students will be requested to provide an introductory email outlining their programming experience and providing alternate email addresses. A class sheet will also be distributed on which students will provide their names and email addresses as a backup to electronic mail. Any students not completing this "Assignment 0" will be contacted and informed that failure to complete this assignment will result in being dropped from the course.

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):

Approximately 10 programming problems with increasing difficulty that demonstrate a student's ability to integrate accumulated course material will be assigned through the semester. As the language and assignments are cumulative in nature, a student's current grade will be based on the last assignment completed, as well as the total number of assignments completed. Two exams, a midterm and final, will be held on campus and students will be required to pass both of these in order to pass the course.