

**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:

BusAd 131 Introduction to Finance

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.**

This course is being offered in the online format to accommodate the needs of working adult students who may be parents of young children, caring for aging parents in the home, and/or working full-time. Offering the course in this format will provide them with the flexibility necessary to study, do assignments, and meet the requirements of the course in a timely format.

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?**

A combination of publisher prepared PowerPoint presentations and hands-on financial calculation/graphing activities, along with instructor-prepared lecture notes and real-world concept application tasks. The instructor generated materials will be structured, presented, assigned, and evaluated in a modular approach that is consistent with the layout and flow of the course textbook. The application tasks prepared by the instructor will emphasize practical application of financial concepts such as the time value of money, risk return tradeoff, financial forecasting, planning, and budgeting.

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/Blackboard and instructor Web site.

3(b) Instructional Material Source(s):

Instructor-prepared lecture notes, Publisher-prepared PowerPoint presentations (edited and revised by the instructor), Web-based research activities to locate data for real-world concept application tasks, Instructor-prepared concept application activities that require financial analysis and graphing.

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

WebCT/Blackboard email and chatroom office hours, course announcement Web page that is updated on a regular basis, telephone contact for issues that are not easily resolved via other methods, and traditional office hours for students who prefer this method of contact.

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

Email students who are falling behind in the course or are not participating on a regular basis and phone calls if necessary. Instructor will also make use of the online GCC early alert system.

If an online course complete the following:

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

A Face-to-Face orientation session is held by the end of the first week. At least one bidirectional communication between the student and the instructor using the WebCT/Blackboard email tool.

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):

Evaluation will be based on online exams, quizzes, and written assignments. All evaluation materials will be administered and managed using the WebCT/Blackboard course content delivery tool.