

**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:

Bus Ad. 120/ Bus Law I

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.***

Because of work and family obligations, many of my students are unable to attend the traditional Saturday morning class. Enrollment in my class is low, and I believe that an online class offering would increase enrollment. The online class would expand access to a wider audience of students.

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?**

3 and a half hours of instruction plus one office hour.

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

Instructional materials include: in-class reading assignments, hypothetical legal exercises, often taken from "real world" examples, problem solving, discussion (online or in person), question and answer sessions. I use the West's 10th edition textbook for business law, and I create my own lectures and exercises from a variety of legal sources.

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:

Course content will be delivered through WebCT.

3(b) Instructional Material Source(s):

I will use both material that I create as well as material designed by the publisher of West's Business Law 10th edition.

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

All of my students have both my personal cell phone number and my personal email account where I may be reached on a weekly, or even daily basis.

Additionally, I can hold web chats where either some or all of the students are scheduled to participate at a particular time. I will schedule one face to face orientation session in the first week of the term, and at least one face to face contact after orientation but before census day.

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

At the first session, I always ask students why they are taking the course. In this way, I can address what they need from the course. For instance, if they are taking the Real Estate Agent's Exam, I can offer them help with that. I ask for student feedback on the first day for what they want out of the course and try to present an engaging and exciting first day. If students come to me to drop the course I try to find out why and address their needs.

If an online course complete the following:

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

A face to face class meeting at Glendale Community College.

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):

There is both a midterm and a final for this class. Additionally, there is a one brief (one to two page) paper on schools of jurisprudential thought and one brief paper (one to two pages) on negotiation techniques.

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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:

Bus Ad 120 Business Law 7553

NUMBER OF UNITS:

3.0

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.

Distance Learning Course Outline Addendum
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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.

This Business Law course is offered online because: 1) it expands access to GCC courses to populations that may not be able to benefit from the traditional classroom approach; 2) increases flexibility of GCC to meet student demands in scheduling and learning style; 3) provides students with an integrated opportunity to improve and apply technical/computer skills; and 4) allows instructors increased flexibility in using a range of instructional tools.

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?

3 hours of instruction per 5-day week.

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

Assigned readings each week from Course Textbook; 6 Assignments which are assigned throughout the term (Assignment 1 is a personal essay based on course material readings, Assignments 2-6 are Problem Sets from each Chapter of the Textbook); 2 Quizzes administered at mid-term and at the end of the term; Email correspondence and discussion board correspondence on WebC: course website to facilitate communication between instructor and student and student-to-student; Various articles and internet websites which will be posted and released to students throughout the term.

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(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.

WebCT

3(b) Describe the methods used to provide access to instructional materials such as publisher material, e-packs, or instructor created material.

Course Textbook (West's Business Law 10th Edition), Instructor and publisher-created course outlines, internet websites, and various other articles.

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(a) Describe the nature and frequency of instructor-student interactions. Include the synchronous and asynchronous communication components of the course and the number and frequency of different types of instructor-student interaction for students making satisfactory progress.

Mandatory orientation at start of semester (usually 2-3 hours) in which course syllabus and course requirements/expectations are discussed, students train on WebCT with someone from help desk, Email/discussion board communication between instructor and student available daily and throughout the semester, 2 on-campus sessions for Quizzes (mid-term and final) with instructor present.

4(b) Describe nature and methods of instructor-student communications designed to intervene when students are at risk of dropping the course.

Email, telephone communication to discuss student's individual needs/expectations for the course.

If an online course:

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

Mandatory orientation at start of semester, which occurs 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.

6 Assignments (1 assignment is an essay, other 5 are problem sets based on course material from each chapter, each Assignment is 50 points each)
2 Quizzes (mid-term and final, dividing the course material in half - each quiz is 100 points each)

500 points total for the semester.

Students evaluated on quality of work - whether assignments are received on-time, instructions followed, and content/form of work produced, as well as performance on quizzes.