

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:

INTERMEDIATE ACCOUNTING II - ACCT 202

NUMBER OF UNITS:

5

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.

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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.*

Many students who take accounting related courses are currently employed in the accounting field. Jobs in the accounting field are often very technical and require advanced computer skills, including the ability to access online information effectively. Offering this course in an online format provides the flexibility necessary for working students, helps develop critical computer and internet skills, and expand access to students who may be unable to participate in a live 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?

80 hours

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

Instructional materials may include the following: 1) online accounting simulations which test the computer skills and application of accounting theory; 2) online quizzes which test the retention of information as it is completed; 3) participation in virtual group discussions on various topics; 4) Internet based research related to assignments and current accounting topics; 5) participation in a group "project" which will require the electronic exchange of information between students and the delivery of an electronic presentation for the class.

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

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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 used to deliver the course content.

3(b) Instructional Material Source(s):

Course materials will include instructor created material, online quizzes and presentations developed by the book publisher, videos related to the accounting subject matter and other resources which are available publically on the Internet. Additionally, course materials may include computerized qaccounting simullations which are available through various textbook publishers.

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 για για τους εκπαιδευτικούς, αρμοδιότητες, και υποστήριξη 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 are required to attend a live orientation to the course within the first week of the term. Immediately following the live orientation, the instructor will communicate the information contained in the orientation via WebCT email to the entire cclass population. Students will participate with the instructor and other students in "virtual" discussions, averaging 6-10 per term. Additionally the instructor will provide weekly feedback to students related to homework assignments and virtual class discussions.

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

Students who are lacking in participation or responsiveness will be contacted by the instructor via email or phone, prior to the mid-term. If necessary the instructor will seek the assistance of counseling staff to encourage improved participation to promote student success in the course.

If an online course complete the following:

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

Students are required to attend a live orientation to the course within the first week of the term. Immediately following the live orientation, the instructor will communicate the information contained in the orientation via WebCT email to the entire class population. Prior to the census day the instructor will have numerous email contacts with students, averaging 3-6 per week.

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 Distance Education Guidebook for more information.

5) Describe the methods used to evaluate students.

Evaluation and Testing Method(s):

Students will be evaluated based upon their completion of various homework assignments, ranging from problems in the text book to Internet research to the evaluation of electronic copy or video presentations on timely accounting topics, as well as the completion oon electronic accounting simulations often available through the publisher. Additionally students will be required to participate in certain virtual discussions. The course will include the administration of at least one examination to test student knowledge. However, the course will usually include both a mid-term and a final exam which are cummulative in nature.