

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:

✓ Accounting 101 7453

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.

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 accomodates students who due to job or family constraints are not able to attend class at the same time every week. It also accomodates students who are not able to attend class during the hours that the college is open.

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

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

WebCT is the primary vehicle for this course. All of the materials are presented through WebCT or by a link from within WebCT. Students receive from 4 to 7 emails a week from the instructor. These emails cover specific topics in each chapter and are the equivalent of in-class lectures. PowerPoint presentations have been prepared for each chapter. The presentations include voice-overs and mini-quizzes in addition to the typical PowePoint slides. Each chapter has videos which illustrate important points in each chapter. Daily homework is assigned and every student receives individualized feedback from the instuctor for every homework assignment. Email is used by students to contact the instructor when they have questions. Chat sessions are scheduled through WebCT during the semester. WebCT is available for students to use to contact each other and they often form study groups either on-line or at some convenient place either on or off campus. Individual tutoring is also available from the testbook publisher through EduSpace.

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

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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 is the primary delivery system. A link is provided within WebCT to EduSpace.

3(b) Instructional Material Source(s):

EduSpace is prepared and maintained by Houghton Mifflin, the textbook publisher. It can be accessed by a link in WebCT or directly through the student's web browser. Eduspace is an extra cost product which is bundled with the textbooks sold in the bookstore. It includes an on-line copy of the textbook when purchased with the paper text. Eduspace may be purchased separately by the student without buying the paper text. When purchased separately EduSpace includes the opportunity to purchase the on-line text for a significant cost saving over the paper copy.

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

An on-campus orientation the first Friday of the semester is required of each student. (Exemptions are allowed. A PowerPoint presentation that covers all topics in the orientation is available for students who are unable to attend the orientation.) Email mini-lectures are sent to every student several times each week. The average is more than 5 per week. Every student receives an individualized response to every homework assignment. On-line chat sessions through WebCT are held from time-to-time. quizzes are given each week and students receive feedback on the correct answers for each quiz. The mid-term and final exams are given on campus and time is allowed before the exams for students to ask questions.

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

An email is sent to every student that falls behind. Before the student is dropped an attempt is made to contact the student by telephone. Early alert rosters are completed when available. Students are offered the opportunity to transfer to an on-campus class at any time during the semester. The on-campus instructors have agreed to accept transfers of students who find that the on-line class does not fit their learning styles.

If an online course complete the following:

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

The first point of contact is the on-campus orientation where the course is explained, logins are verified and grading standards are explained. Students who

are excused from the orientation will have made email contact with the instructor in order to be excused. The first homework is assigned at the orientation and the student's response is the second contact. (No text is required for the first homework so students who do not have the text can complete the homework.) A telephone call is attempted for every student who does not do the first assignment before they are dropped.

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 receive full credit for each homework completed on time and 60% credit for late homework. This is in lieu of credit for class attendance and constitutes 25% of the grade. 15% of the grade comes from an on-line quiz on each chapter. The mid-term and final exams are given on-campus and each one determines 30% of the grade. The mid-term and final exams are given using pencil/paper/calculator and are identical to the exams given to on-campus students.