

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:

Real Estate Pre-License, RE 105

NUMBER OF UNITS:

3

PROPOSED COURSE TYPE:

- HYBRID** If hybrid, percentage of instruction to be delivered online 33%
 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 designed in hybrid format to accommodate students who seek college level courses to achieve their academic objectives but who suffer employment or family constraints, such as an irregular or variable work schedules or child care problems, that encumber their ability to participate in a class that meets for more than two evenings per week.

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 per week

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

To facilitate student understanding and comprehension of course material as well as develop the skills necessary to sit for the State License exams; students are required to complete weekly online practice exams consisting of 100 questions and in conformance with time deadlines required by the state exams. Students are also required to participate in online Discussions with posting of questions by the instructor and comments by the students. All students are requested to post comments or questions suitable for class consideration on the Discussion Board feature with response by the instructor in a timely fashion. The Instructor will also will be available to communicate privately with the students by email.

COURSE CONTENT DELIVERY:

GCC provides faculty and student's 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

4/10/2007 3:21:31 PM

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:

Classroom lectures primarily with WebCT as a supplemental mode of delivery. External links may be reached through the WebCT system

3(b) Instructional Material Source(s):

The standard text "How to Pass the California Real Estate Exam by Walter Huber, CPM, 6th Edition, is the required text for the course. External links to such sites and the California Department of Real Estate and its extensive list of pamphlets, booklets, and real estate information, the LA Times, and other sites are used for supplemental educational material... In addition, weekly practice exams are posted to be completed by the students and turned in for grading.

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

Distance Learning Course Outline Addendum

4/10/2007 3:21:31 PM

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

Regular student contact and interaction will occur primarily during the two-a-week class lectures, covering the assigned topics for the week.. As a supplement to the weekly class meetings, the WebCT Quiz and Discussion Board features will be utilized. The email feature will be used to make special announcements as well as answer questions that come up outside of class related to the online practice exams and weekly lecture material.

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

Students who appear to be lagging behind in the course are contacted by email' and/or in person to see if individual instructor assistance can help overcome whatever difficulty they may be experiencing. Time is also allocated to answers student questions and addresses any concerns they may have in class and online.

If an online course completes the following:

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

A mandatory orientation session is conducted on the first evening of class so students know how to access WebCT and to discuss issues unique to the hybrid format. The students must be able to log-in to the WebCT system by the end of the orientation. The syllabus is explained along with grading and course participation standards. Time is allowed for student questions.

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):

Student evaluation is based on the online midterm and final exams which are each worth 35 percent of the final grade. Each student receives a grade for the weekly online Discussion Board/practice exams which in the aggregate are worth 30% of their final grade. Student participation is assessed by responses and participation in weekly online practice exams as well as participation in the weekly class meetings.