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:
<u>**Real Estate Principles, RE101**</u>

NUMBER OF UNITS:
<u>3</u>

PROPOSED COURSE TYPE:

☒ **HYBRID** If hybrid, percentage of instruction to be delivered online <u>33%</u>
☐ **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 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?**

WebCT is the primary vehicle for this course. All of the course materials are presented through WebCT or by a link from within WebCT to allow students to access external links of relevance to the course material. The standard course text book is required reading for the class. Weekly reading assignments include the assigned chapter(s) in the text, and completing the associated chapter quiz(zes) and vocabulary exercise(s) as applicable. In addition, each week the instructor posts powerpoint-presentations covering the same material that lectures will cover. Weekly homework and tests are assigned to be completed and submitted for grading. The Instructor also responds to student questions on the Discussion Board and may also communicate privately with the students by email.

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 is the primary mode of delivery. External links may be reached through the WebCT system

3(b) **Instructional Material Source(s):**
   The standard text "California Real Estate Principles" by Walt Huber, 11th Edition, is the required text for the course. External links to such sites as the California Department of Real Estate and its extensive list of pamphlets, booklets, and real estate information, various news publications, and other sites are used for supplemental educational material.. In addition, weekly homework assignments/tests 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*

Distance Learning Course Outline Addendum
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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

The Discussion Board is the vehicle used to provide regular contact with the students in addition to the sessions held on campus. Emails are used to make a special announcement or to draw attention to a particular matter. Emails are also used to communicate individually with a student. Each week, powerpoint presentations for the corresponding class lectures covering the assigned topics for the week are posted in the course materials along with homework assignments. All homework assignments/tests are evaluated by the instructor and the student receives an individualized response with his/her grade at an on campus session.

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 mail, email and in person to see if individual instructor assistance can help overcome whatever difficulty they may be experiencing. Time is also allocated to answer student questions and address any concerns they may have in class and online.

If an online course complete the following:

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

A mandatory orientation session is conducted on the first evening of class to acquaint the students with accessing 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 midterm and final exam scores and weekly quiz scores. Student participation is assessed by completion of homework assignments and responses to participation in weekly forums and during on-campus sessions,