

## 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:**

Political Science 100 100\

### **NUMBER OF UNITS:**

3 units

### **PROPOSED COURSE TYPE:**

- HYBRID** If hybrid, percentage of instruction to be delivered online 50%  
 **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.*

Political Science 101 hybrid takes advantage of many online resources and materials that pertain to the class subject matter. The format also allows students in a large lecture setting to interact with one another and the instructor more than in a traditional setting. It allows the campus to reach more students and students can take more than one class on the same night if multiple classes are taught as hybrids. A hybrid's reduced contact time also reduces room constraints on campus.

**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?

48 hours

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

Students will: create a weblog and post responses to questions about subject matter for other students to respond to, comment on other blogs and contribute to an online dialogue, create websites for congressional campaigns, create public service announcements, take online political ideology quizzes, view online media related to course subject matter.

**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:**

Instructor's own website: [www.glendale.edu/~hastings](http://www.glendale.edu/~hastings), Blogger and LiveJournal will be used. Any materials not accessible can be emailed directly to students and hard copies are available in class. hard copies of materials submitted online will also be kept as a record of student progress.

**3(b) Instructional Material Source(s):**

Free online material and/ or instructor's own website:  
[www.glendale.edu/~hastings](http://www.glendale.edu/~hastings)

**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**

Students are required to email the instructor the first week of class and create a weblog that is posted by the second class meeting. The instructor will comment on all blog entries and contact students in class and using email if progress is not made outside of class. Students are also encouraged to take advantage of office hours and time before/ after class to meet with the instructor about either subject matter or technological issues.

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

Students will complete and submit a course progress sheet during the 9<sup>th</sup> week and the instructor will use the Early Alert system through Admissions and Records.

*If an online course complete the following:*

**4(c) Method(s) of Contact 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.**

**Evaluation and Testing Method(s):**

Two in class essay exams and a group presentation will be used in class to evaluate students, blog entries will document reading and comprehension of the material each week and also be counted toward class participation, student websites created for a simulation will also be graded to document work outside of class and comprehension of material.