

**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:**

ESL 151 (Hybrid) Ticket #2949

**NUMBER OF UNITS:**

4

**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.*

The ESL 151 Hybrid course expands access to ESL 151 to the GCC population who may not be able to attend more than one class meeting. In addition, the ESL 151 Hybrid course allows students more flexibility in scheduling, especially when they are able to take two hybrid courses in the same time slot as a single course. ESL students also need more practice in technology/computer skills as they approach the end of their Credit ESL courses and begin taking a wider variety of content courses that demand these skills. Finally, the ESL 151 Hybrid course allows the instructor to experiment with innovative instructional tools and alternative media.

**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?

60 lecture hours + 15 lab hours

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

1) Online Los Angeles Times editorials, 2) Models for Writers: Short Essays for Writers (9<sup>th</sup> edition), Refining Compositions Skills: Rhetoric and Grammar (5<sup>th</sup> edition), and lecture notes posted on the Course Lecture Notes section of the WebCT course page.

**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 +

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

64+ documents containing course lecture notes available on the WebCT course page.

**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**

The class meets once per week (Wednesday, 9:30-11:42) in a classroom. Students also access the online edition of the Los Angeles Times once per week in order to read an editorial. They are then required to submit a written response to the reading online. The instructor reads the responses and provides individual feedback to the student via e-mail. Additionally, students are required to post weekly responses to the course discussion board. This allows them constant communication with the instructor and classmates. Furthermore, each student is required to meet with the instructor at least once per semester during his office hours to discuss the student's progress in the course. Also, the instructor contacts the students three times per week to remind them of due dates and homework assignments, as well as other relevant information pertaining to the course. Lastly, the students and instructor meet once per week in course chat rooms as a means to provide additional support.

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

The students are informed of the free WebCT training workshops offered on campus at the first class meeting. The instructor also demonstrates the WebCT course page to the students at the initial class meeting.

Because students submit work online twice per week, as well as attend a class lecture once per week, the instructor has ongoing communication with the students. This allows him or her to provide constant feedback to students. This feedback consists of positive aspects of the students' work, in addition to the improvement he or she still needs to make. Additionally, the constant communication via e-mail allows the student to privately communicate with the instructor about his or her concerns. Also, students appearing to have difficulty in the course are asked to meet with the instructor to provide additional assistance with the coursework. Finally, the instructor can track student activity on the WebCT course page by viewing the Student Records page, which displays the first as well as most recent visit to the site.

*If an online course complete the following:*

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

Two class meetings and e-mail exchanges**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):**

Grading: A, B, and C are passing grades for this course. C-, D, and F are not passing grades. Each student's grade will be based on the following criteria:

Timed In-class Essays (5), including Final Advisory:	50%
Research Paper (4-5 pages):	10%
Online Weekly Reading/Writing Summaries:	10%
Online Weekly Discussion Questions (3 responses per week):	10%
Online Research Paper Related Assignments:	5%
Online Reading Quizzes (from Refining Comp. Skills):	5%
Homework, including 2 essay revisions:	5%
ESL Laboratory Requirement	5%