

**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:

CHLDV 142

NUMBER OF UNITS:

3

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.

1. Expand Access: Early Child Development students are required to have units toward employment. The "core" is required by state licensing. CHLDV 135 AND 142 are part of the "12" unit core. Many of the students are employed. Because their facilities are often low budget, the students do not get their required units. This literally stops them from being able to compete for more professional placements. 2. Employees of Head Start and State Preschool programs are required to be working toward their "AS" degree. Having "Distance Learning" classes will enable them to keep their jobs in these government funded programs. 3. Teachers must be comfortable with technology. Children, today, are more technically capable than some of their teachers.

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?**

This course is made up of lectures for each chapter, and Power Points. Each has been made by me. For each chapter, there is a required Discussion Topic. The students must read the text, my lecture, my Power Points; and then take a focus, research it, and compose an original short essay. In addition, they are to respond to the work of "2" of their peers. The discussions are ongoing daily. In addition, they are required to attend a P.T.A. or P.T.O. meeting; a Board of Education meeting; and a "city" meeting. We have discussions following certain deadlines relative to these meetings. In CHLDV 142, the students read and critique a "book" that parents may read in their efforts toward positive parenting. We have a week where we dialogue on the various books chosen and read by the students. In addition, the students are compiling a "Resource File", and we are continually sharing resources for these files. My guess is that we are online discussing CHLDV 142 approximately "7 +" hours every week.

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

As mentioned above: "12" Discussion Topics; "3" meetings with the underlying rationale toward Advocacy; a parenting book chosen, read, and critiqued by the students; Resource File; Knowledge of "1" resource chosen from the students's own

Distance Learning Course Outline Addendum

9/7/2006 5:34:09 PM

Resource File.**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:

I use WebCT and Respondus for the making of "Quizzes" and a "Midterm". I am also open to some of the newer technologies, such as "conference calling" etc.

3(b) Instructional Material Source(s):

The materials are all made by me: lectures, Power Points, Quizzes, Midterm, and in-person Final. I have not used any publisher materials in this course!

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:

Distance Learning Course Outline Addendum

9/7/2006 5:34:09 PM

- *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

I see the students for a required Orientation on one of the first Fridays of the semester: 6:30 - 9:00PM. I have a daily online "office hour"; there is a "Tutorial": in-person mid-semester from 6:30-9:00PM; and the Final is during Finals' Week: 2 1/2 hours. I am open to video conferencing, and plan to use this technology.

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

I use the college's regular reporting to indicate to certain students if there are problems. I also e-mail them several times. If I do not get a response, I call them at their home.

If an online course complete the following:

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

We meet for a required in-person "Orientation." I am also available to meet them if and when necessary!

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.

Distance Learning Course Outline Addendum

9/7/2006 5:34:09 PM

5) Describe the methods used to evaluate students.

Evaluation and Testing Method(s):

There are various assignments used for evaluation: 1) Discussion Topics and comments to fellow students; 2) Reports on "3" meetings: P.T.A. or P.T.O.; Board of Education; "City" meeting; 3) Essay written as a critique of a "Parenting" book; 4) Project: "1" Resource researched and written according to a particular format; 4) a Resource File. There are "6" quizzes, "1" online Midterm, and an in-person Final.