

**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 135

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 Childhood Education employees often have difficulty getting to a college because employers cannot afford to release them from their work responsibilities. The work hours for many Early Child Education employees, especially Family Day Care Providers, makes it very difficult to be in a college classroom at a specific time. They consequently, cannot aspire to employment in higher paying center-based programs due to a lack of the academic requirements. The employees of Head Start and State Preschool programs are currently being urged to acquire increasing academic units and training. "Universal Preschool"/"First Five" is synonymous with the increase of quality in Early Childhood Education. If these employees do not comply within a certain time period, demotion or job loss will be consequences. 2. Promote Technical Literacy: Taking an online course increases a student's competency in the use of technological devices. Teachers today must acquire this competency, as they are models for the children they teach. 3. Promote Innovation Pedogogy: Online education challenges teachers to employ varying techniques in facilitating the learning of course content.

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?

The format for CHLDV 135 online will parallel content and hours of study to the traditional college classroom. (I taught this course in person several times a year over a period of 25 years. My online requirements are no less challenging)! The Syllabus will include a weekly schedule with topics specific to the chapters in the required text. There is an online lecture for each focus. The words are my own! No publisher's e-pak has been used. Between the reading and dialoguing of weekly required Discussion Topics AND the dialoguing relative to Observation Assignments AND regular e-mailing, AND nightly Chat Room, it is approximately "6 - 9" hours per week.

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

Distance Learning Course Outline Addendum

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Discussion Topics: These are weekly topics where the students use their understanding of the text, and my lecture to write a short essay on an appropriate topic. They must also respond to the work of "2" other class members. I need to constantly monitor this, so that important concepts are delivered. It is very much like an in-person class discussion period. There are video clips which have been downloaded into the course. We discuss the rationale and learnings that come from each. As mentioned earlier, the students have Observation Assignments that they do on their own time at the Child Development Center. We constantly dialogue relative to what they see and hear during these assignments. We use "Chat Room" to discuss particular topics which lend themselves to this mode of learning.

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 am using WebCT, and Respondus for the creation of testing documents. I also plan to experiment with the new technologies which were recently introduced at a Tech Meeting. I think WebCt is a good program. It was not easy for me to learn, however, I now appreciate all that it offers.

3(b) Instructional Material Source(s):

I looked over publisher materials, and felt what I saw was wordy and boring. I wrote my own materials, and have the data in the form of Power Points. The intent of this was to lend interest to the material. I do have video clips supplied by the publisher of the text. The Discussion Topics, Assignments, and quiz material is all mine. I did not download a Test Bank.

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

My Distance learning students come to a required Orientation at the GCC Child Development Center. (within the first "2" Friday evenings of the semester). They learn about WebCT technology, and we discuss the requirements of CHLDV 135. I have a M-F online office hour that we set according to the requests of the students. We do this at the Orientation. (It is usually an evening hour, however, sometimes an early afternoon is requested). There is a mid-semester Tutorial (6:30-9:00PM) scheduled at the beginning of the course, so everyone is able to

plan on the date. The Final is taken in-person.

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

I have the phone numbers, so after several e-mail attempts have failed, I call them up. I also use the college's system of reporting problems relative to course success. I am also "open" to listening to reasons for their delays in getting work to me. Although I want to employ high standards, I also realize that online students most likely have many responsibilities. In my opinion, that is why they are online students. This mode of learning is more difficult than the traditional college classroom. (in my opinion.)

If an online course complete the following:

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

My courses are "open" from the first day of school starting! Their first assignment is the writing of an "Autobiography" so that we can begin to each get to know each other. We start communicating "Day One". I usually have several e-mails to the group before "Census Day." I am also on the lookout for news clips relative to the families, children, and early childhood education.

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):

CHLDV 135 students are evaluated by several written assignments: Discussion Topics; Observation Assignments; and a course "Project". The testing is in the form of "7" quizzes composed in "Respondus; and "1" online Midterm. The course final is 2 1/2 hours, given on the Friday of "Finals" week. The tests are a combination of objective questions (True/False; Multiple Choice; and Essays).