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:
CABOT 280 - Microsoft PowerPoint I

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.

Distance Learning Course Outline Addendum
10/2/2006 3:18:52 PM

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.*

Many of the students who take Computer Applications & Business Office Technologies (CABOT) classes have obligations that limit the time they have available for taking courses such as this that will improve their computer skills and help them find employment. Offering this class as an online course will allow students to schedule their study time around their other obligations.

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

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

Students will receive online instruction through a variety of methods. They will be required to complete online tutorials using a program that accompanies the course textbook. Students are also required to complete online tutorials that are available at the Microsoft.com Web site. Course Technology's WebCT ready instructional materials that accompany the textbook will also be used. CCCConfer, online chats, and discussions will be used to deliver additional instruction.

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 will be used as the course delivery system. Course Technology's WebCT ready materials will also be used.

   3(b) Instructional Material Source(s):
   Course Technology's Skills Assessment Management (SAM) program will be used to provide access to instructional materials for the online portion of 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:
- *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 instructor and the students will be in regular contact using WebCT email. Students will be encouraged to contact the instructor by email or by phone when they have questions or concerns. Sessions using CCCConfer will be scheduled to provide instruction and to give students a chance to ask questions of the instructor. The instructor also emails students as a group or individually whenever necessary.

4(b) Method(s) of Intervention with Students at Risk of Dropping Course:
Students will be notified by email of any difficulties they may be having with the course. The instructor will also fill out early alert forms to inform students of difficulties.

If an online course complete the following:

4(c) Method(s) of Contact Prior to Census Day
Instructor will have interaction with students through a CCCConfer, chat, or discussion session 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):
Students are required to submit their assignments via WebCT. Some of the tests students take are online using the SAM program. In addition, students will be required to take a final exam on-campus during the last week of the semester. The students' scores for these assignments and tests will be posted online using WebCT.

Distance Learning Course Outline Addendum
10/2/2006 3:17:18 PM