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 260 - Word, Excel, Access, and PowerPoint

NUMBER OF UNITS:
<u>4</u>

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.*

Traditionally, this class has been offered on campus only. We would like to have one section of this class offered entirely online. The other sections will continue to be offered in a traditional setting. Since CABOT 260 covers the basics of how to use the Microsoft Office Suite of programs including Word, Excel, Access, and PowerPoint, it is an ideal course to offer online so that each student can progress at his or her own rate to cover the necessary concepts and material.

The typical on-campus class CABOT 260 class has students with widely differing experience using computers. Offering one section of this course online will allow students with more computer experience to progress through the material more quickly while allowing students who don't feel as comfortable working with computers the option of moving at a slower pace with an instructor to give them the individual guidance they need.

Also, having one section of CABOT 260 offered online will enable the department to attract students from a wider geographical area. Students who are not able to take classes at the usual times will also add to our enrollment in the course.

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?**
72

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 will also complete selected online tutorials that are available at the Microsoft.com Web site. CCCConfer.com will be used to meet with students for office hours and to present course material. Instruction sessions on CCCConfer will be archived so that students will have 90 days to view these sessions. Online chats

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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 and CCCConfer will be used as the course delivery systems. In addition, publisher (EMCParadigm) e-pack materials and Snap, which offers tutorials and testing, will be used to present online material.

   3(b) Instructional Material Source(s):
   EMCParadigm's textbook, Marquee Series: Office 2003 Brief Edition, will be used as the source for materials for 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.

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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 will be required to meet with the instructor online each week of the 16-week session. Online Chat and Discussion sessions will be set up. More importantly, sessions using CCCConfer will be used to allow students to use the phone to ask questions and make comments while viewing their own computer screen to see tasks performed.

The instructor and the students will be in daily contact using WebCT email. Students will also be encouraged to contact the instructor by email or by phone when they have questions or concerns. The instructor will also email 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. They will be asked to visit the instructor during office hours if at all possible. The instructor will also fill out early alert forms to inform students of difficulties

If an online course complete the following:

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4(c) Method(s) of Contact Prior to Census Day
Instructor and students will be in contact by email or face-to-face meetings 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 will be required to submit their assignments via WebCT. Some of the tests students take will be online using the Snap program. In addition, students will be required to take a midterm and final on-campus. The students' scores for these assignments and tests will be posted online using WebCT.